

# Utah CGP-Guidance Activities Action Plan (Large Group) 2004-2005\*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Adele C. Young Intermediate School District Box Elder School District

Target Group:(whole school, entire class) Whole School - 6<sup>th</sup> and 7<sup>th</sup> Grade

Target Group selection is based upon the following data/information/school improvement goals: For Students to be more aware of bullying and interventions to minimize this problem.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods How will you measure results? e.g. "From sample classrooms of tenth graders. . ."	Start/End Dates	Projected # of Students Impacted
How to identify prejudice and bullying; to gain skills to treat others with tolerance and respect	Students will develop the ability to evaluate and approach life as a contributing citizen in our global community	Activity was done during Primetime - interventions will be reinforced through the school year.	*Video: . - Auschwitz - Pretest - Posttest Faculty meeting to inform faculty on what needed to be presented and discussed after viewing video	Pretest and Posttest	Jan. 3 <sup>rd</sup> thru Jan. 14 <sup>th</sup> 2005	970

Harry S. Allen  
Principal's Signature

June 29, 2005  
Date

April 13, 2005  
Date of Staff Presentation

Beverly Bice  
Prepared By

\*adapted from the ASCA National Model: A Framework for School Counseling Programs

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# Utah CGP-Guidance Activities Resu' Report (Large Group) 2004-2005\*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Adele C. Young Intermediate School District Box Elder School District

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected	Perception Data: Pre and post test, competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Lakae Hansen Megan Mueller Beverly Biggy	Whole School - 6 <sup>th</sup> - 7 <sup>th</sup> grades	*Video: Auschwitz *Pretest *Posttest	Jan. 3 <sup>rd</sup> - Jan. 14 <sup>th</sup> 2005	970	Data results * 40% increase from Pretest to Posttest results	Improved understanding as per pretest and posttest results.	Tolerance is a concept that is difficult for students this age to understand, and struggle with. Students were introduced to skills and knowledge to help them begin to be kind and respectful to School Subgroups.

Gary D. Allen  
Principal's Signature

June 20, 2005  
Date

April 13, 2005  
Date of Staff Presentation

Beverly Biggy  
Prepared By

\*adapted from the ASCA National Model: A Framework for School Counseling Programs

\*\*Include actual numbers and attach data, examples and documentation



## Post Test Auschwitz

total	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10		
19	10/9	8/11	18/1	11/8	19/0	2/17	17/2	17/2	16/3	18/1		
24	22/2	19/5	24/0	21/3	24/0	20/4	23/1	23/1	24/0	24/0		
19	19/0	18/1	19/0	19/0	19/0	13/6	18/1	15/4	19/0	19/0		
18	14/4	18/0	18/0	16/2	18/0	8/10	18/0	17/1	18/0	18/0		
19	13/6	16/3	16/3	15/4	16/3	9/10	17/2	12/7	15/4	17/2		
32	20/12	28/14	32/0	29/3	32/0	10/22	31/1	29/3	31/1	29/3		
20	20/0	18/2	19/1	17/3	19/1	10/10	17/3	18/2	18/2	19/1		
15	12/3	13/2	15/0	14/1	14/1	6/9	15/0	13/2	13/2	15/0		
30	19/11	18/12	27/3	25/5	29/1	10/20	29/1	25/5	28/2	26/4		
32	10/22	25/7	32/0	28/4	32/0	16/16	28/4	30/2	31/1	31/1		
15	11/4	10/5	14/1	12/3	13/2	7/8	13/2	13/2	14/1	14/1		
16	13/3	12/4	14/2	15/1	15/1	6/10	15/1	16/0	15/1	15/1		
16	15/1	16/0	16/0	9/7	16/0	4/12	15/1	13/3	16/0	16/0		
19	17/2	11/8	19/0	18/1	19/0	2/17	19/0	13/6	19/0	17/2		
15	12/3	11/4	15/0	11/4	15/0	8/7	12/3	15/0	14/1	15/0		
29	25/4	19/10	29/0	24/5	28/1	10/19	28/1	28/1	27/2	28/1		
29	24/5	20/9	28/1	28/1	29/0	12/17	29/0	26/3	29/0	29/0		
20	5/15	11/9	18/2	14/6	20/0	10/10	18/2	17/3	19/1	16/4		
28	18/10	12/16	27/1	23/5	26/2	8/20	24/4	23/5	25/3	27/1		
18	15/3	15/3	18/0	11/7	17/1	6/12	17/1	16/2	15/3	15/3		
9	3/6	4/5	9/0	4/5	8/1	4/5	7/2	6/3	7/2	8/1		
30	15/15	21/9	30/0	21/9	29/1	9/21	26/4	25/5	28/2	26/4		
22	7/15	10/12	21/1	17/5	21/1	20/2	21/1	20/2	20/2	19/3		
28	25/3	15/13	27/1	22/6	27/1	2/26	27/1	27/1	27/1	25/3		
28	20/8	14/14	28/0	22/6	28/0	22/6	28/0	25/3	26/2	26/2		
21	20/1	19/2	21/0	21/0	21/0	5/15	20/1	20/1	20/1	20/1		
30	24/6	22/8	30/0	29/1	30/0	19/11	30/0	26/4	30/0	30/0		
31	18/13	15/16	31/0	23/8	29/2	10/21	30/1	26/5	30/1	30/1		
31	16/15	18/13	31/0	25/6	31/0	7/24	29/2	23/8	29/2	29/2		
32	13/19	13/19	30/2	25/7	31/1	8/24	28/4	25/7	29/3	30/2		
18	15/3	15/3	17/1	17/1	17/1	3/15	17/1	15/3	16/2	17/1		
17	14/3	12/5	16/1	17/0	16/1	11/6	17/0	14/3	16/1	16/1		
17	13/4	14/3	17/0	12/5	17/0	9/8	16/1	17/0	17/0	16/1		
21	12/9	17/4	21/0	16/5	20/1	6/15	20/1	18/3	20/1	19/2		
17	12/5	9/8	17/0	16/1	16/1	2/13	15/2	15/2	16/1	17/0		
18	13/5	16/2	16/2	15/3	16/2	3/15	17/1	14/4	17/1	16/2		
803	554/249	552/251	780/23	662/141	777/26	317/486	751/52	695/108	754/44	752/51		
%correct	69%	69%	97%	82%	97%	39%	94%	87%	94%	94%		
overall	82%											
improve	+7%	+1%	+3%	+7%	+4%	-2%	+8%	+5%	+5%	+3%		
over all	improve	+4%										



# Utah CGP-Closing the Gap Action Plan (Small Group) 2004-2005\*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Adele C. Young Intermediate School District Box Elder School District

Target Group: 7th Grade Students

Target Group selection is based on the following data/information/school improvement goal: Students with incompletes at mid-trimester in Pre-Algebra/Math 7, Language Arts, and/or Science.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders. . ."	Start/End Dates	Projected # of Students Impacted
Concentrate on helping students manage their own learning and gain more self-knowledge	Students will acquire the attitudes, knowledge, & skills that contribute to effective learning in school & across the life span.	See attached document.	Ongoing Communication with Counselors, teachers, parents to aid students in academic performance and success.	Mid-trimester grades and final trimester grades.	Oct. 20, 2004 thru June 3, 2005	600

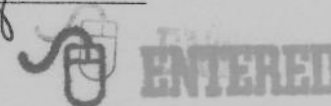
Kay D. Clark  
Principal's Signature

June 20, 2005  
Date

April 13, 2005  
Date of Staff Presentation

Beverly Biggs  
Prepared By

\*adapted from the ASCA National Model: A Framework for School Counseling Programs



**Utah CGP- Closing the Gap Result Report (Small Group) 2004-2005\***  
 Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Alele C. Young Intermediate School District Box Elder School District

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Larae Hansen Megan Mueller Beverly Biggs	7th grade Students with incompletes in Science Pre-Algebra Pre-Algebra/math and/or Language Arts	Individualized Study Skill Materials	Oct. 20, 2004 thru June 3, 2005	624 Students in three Core areas	See attached documents	See attached documents	Students who continue with effective study habits will see improvements with academic performance

Gary D. All  
Principal's Signature

June 20, 2005  
Date

April 13, 2005  
Date of Staff Presentation

Beverly Biggs  
Prepared By

\*adapted from the ASCA National Model: A Framework for School Counseling Programs

\*\*Include actual numbers supporting conclusions and attach data, examples and documentation

Data Project Overview  
2004-2005  
Adele C. Young Intermediate School

With the Data Project directive the majority of Adele C. Young Intermediate School's Data Project for the school year 2004-2005 is taken from the Comprehensive Guidance component Individual Planning. Curriculum Guidance was used as a secondary area.

As a counseling staff we decided that we wanted to concentrate on helping students manage their own learning and gain more self-knowledge. Our goals were six fold.

- \* To focus on helping students understand what academic areas they are being successful and what areas they needed help; with the emphasis on their potential in these areas.
- \* Improve on skills or introduce new skills relating to "effective study habits."
- \* Encourage and acquire organizational skills and making a plan to accomplish important academic/educational tasks.
- \* Develop an attitude of self-advocacy when asking teachers to clarify or understand assignments and developing a dialog with them on extending deadlines.
- \* Accomplishing grades of "A through C-"and not receiving an "Incomplete" in core areas.
- \* To take responsibility for themselves and consider themselves in a win-win situation with performance.

Our target group consisted of seventh graders who received an "I" in Pre-Algebra/Math7, Science, and/or Language Arts. After the mid-trimester we took students who had acquired incompletes and began incorporating interventions. Some of the interventions used were:

- \* Parent letters/phone calls
- \* Writing Action Plans with students
- \* Organizational skills
- \* Study Skills Class
- \* Making priorities with assignments
- \* Periodically checking back with students and their progress
- \* Positive dialog between students, teachers, parents, and administration
- \* Tracking Program
- \* Facilitate Teacher/Parent Communication

The results of this project are inclusive of the 2.5 counselors at Adele C. Young Intermediate School. The following table shows growth or no growth in these areas.

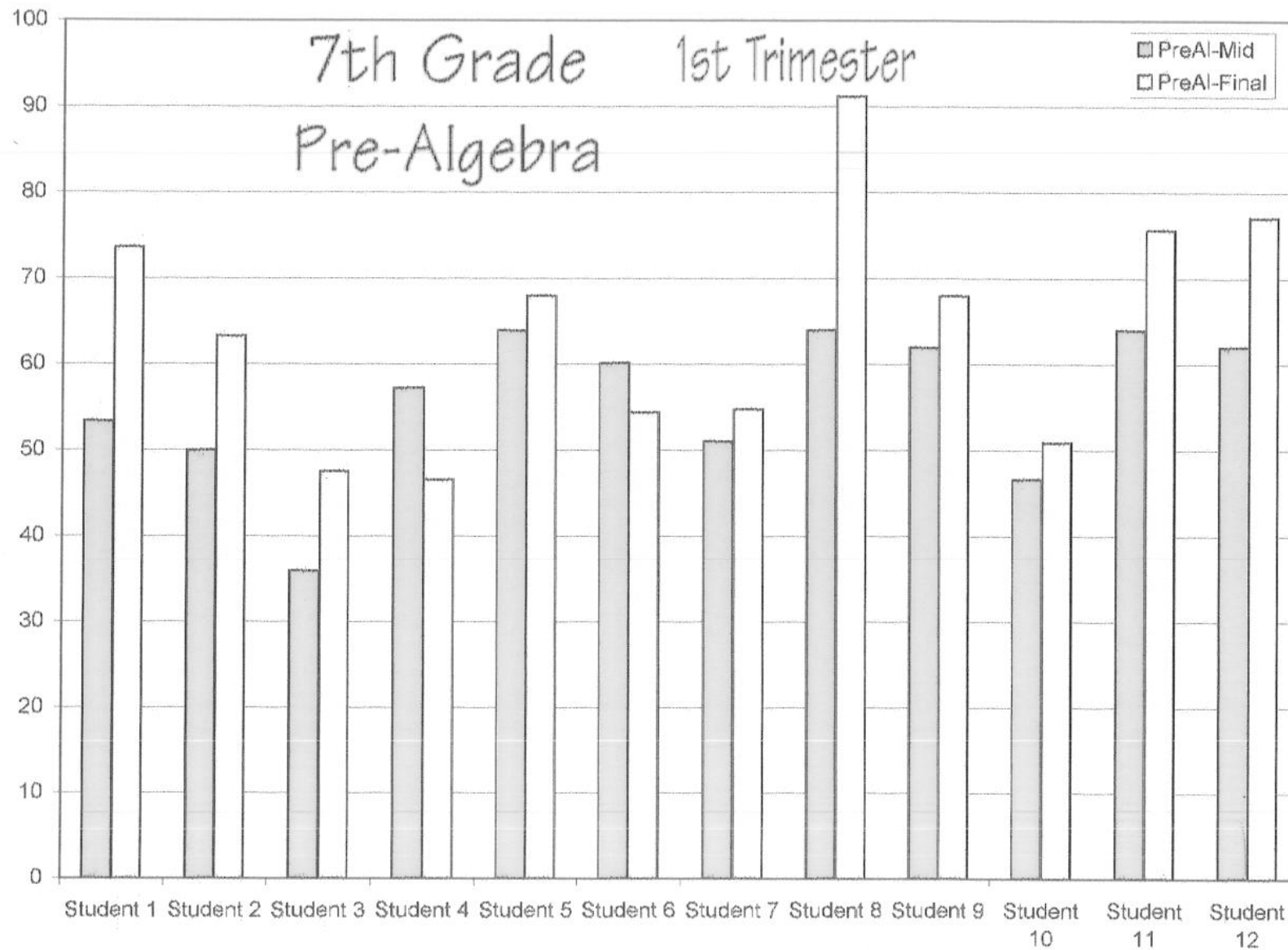
	1 <sup>st</sup> Tri. Midterm	1 <sup>st</sup> Tri. End	2 <sup>nd</sup> Tri. Midterm	2 <sup>nd</sup> Tri. End	3 <sup>rd</sup> Tri. Midterm	3 <sup>rd</sup> Tri. End
Pre-Algebra	56.33	66.12	54.21	61.29	51.08	58.65
Language Arts	52.48	62.13	43.57	59.31	49.34	59.45
Science	52.67	62.49	48.20	65.53	53.56	71.10

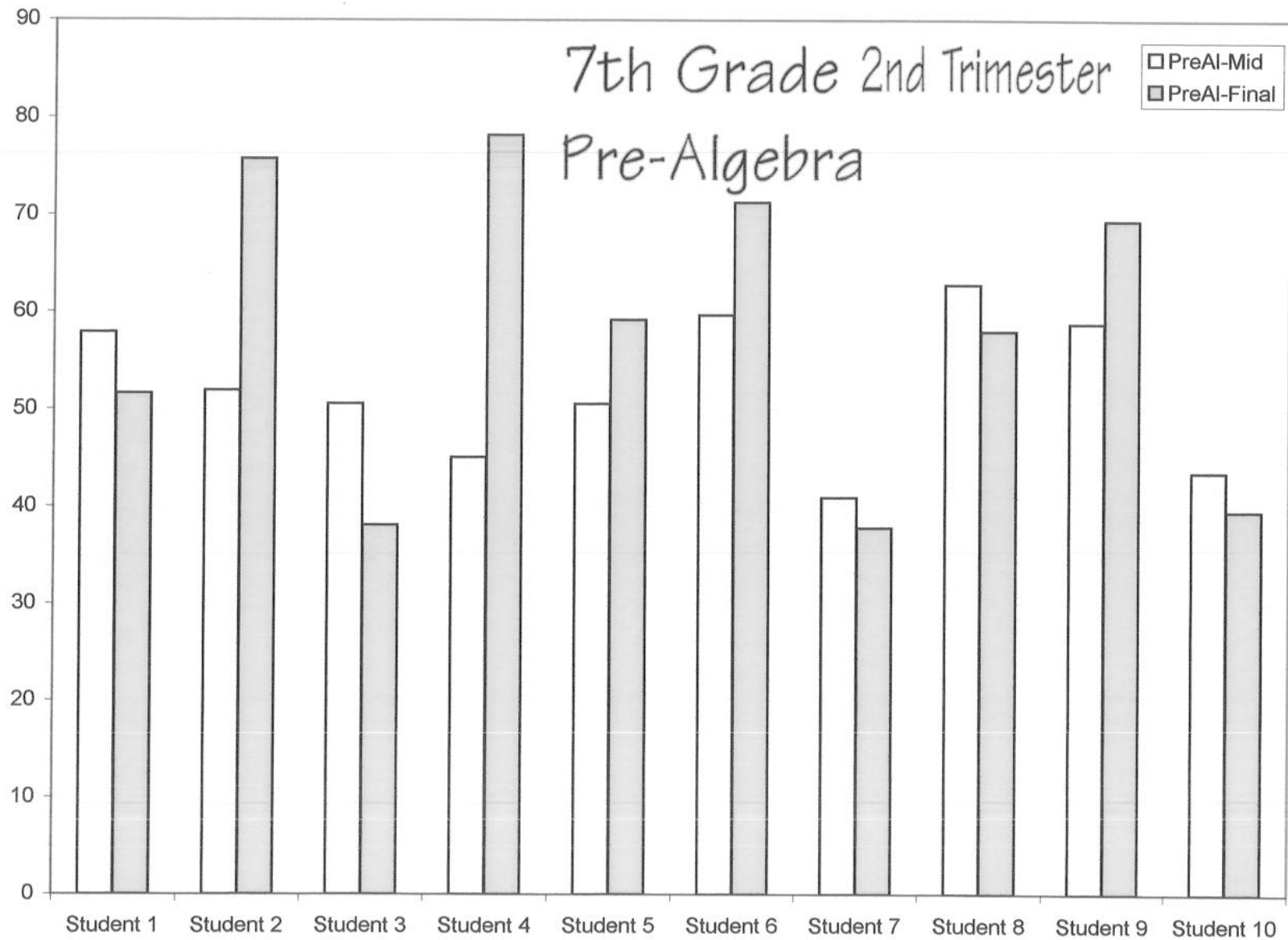
The results for these core areas are as follows:

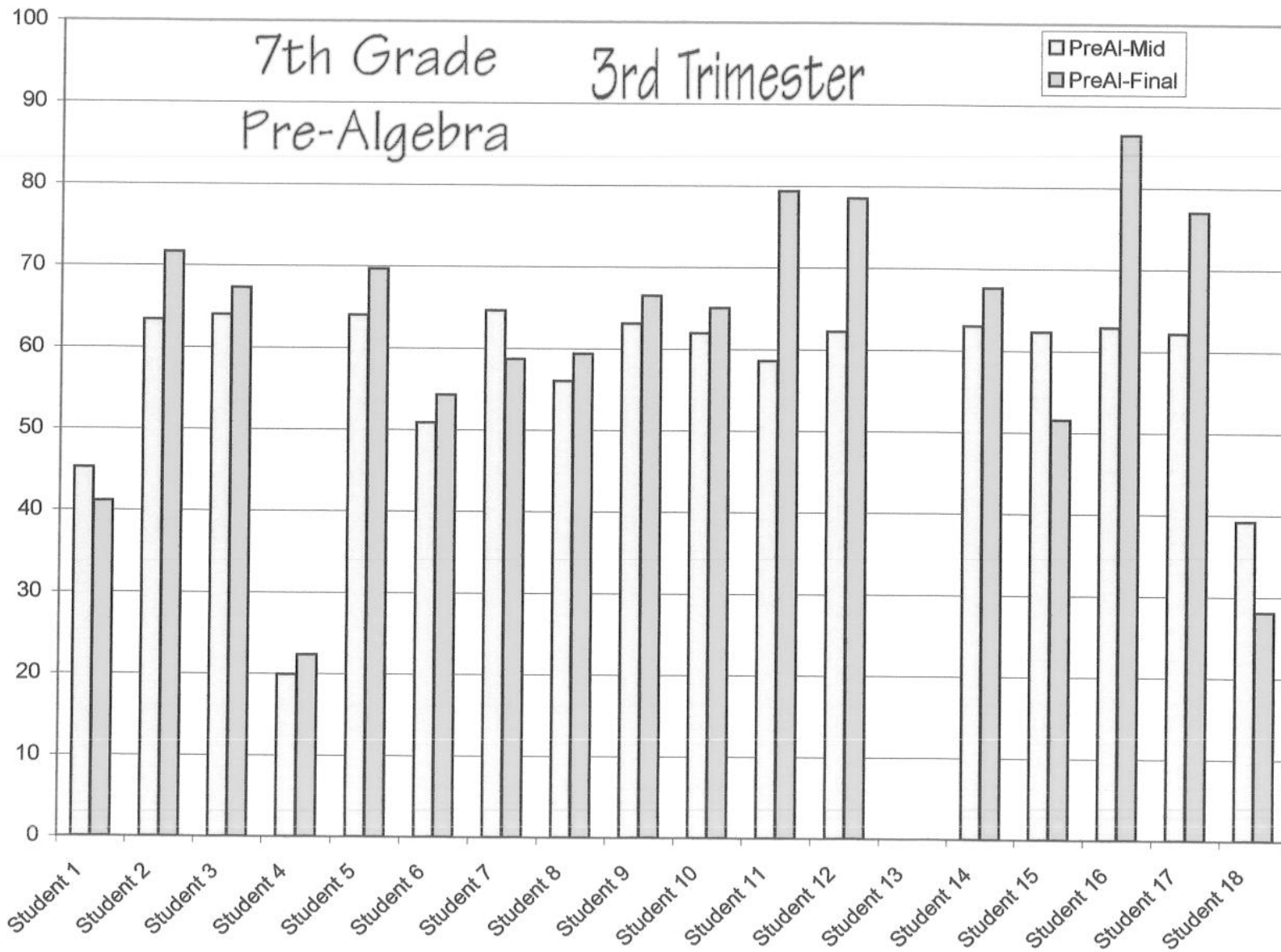
Core Area	1 <sup>st</sup> Trimester	2 <sup>nd</sup> Trimester	3 <sup>rd</sup> Trimester
Pre-Algebra	9.79% increase	7.08% increase	7.57% increase
Language Arts	9.56% increase	15.74% increase	10.11% increase
Science	9.82% increase	17.33% increase	17.45% increase

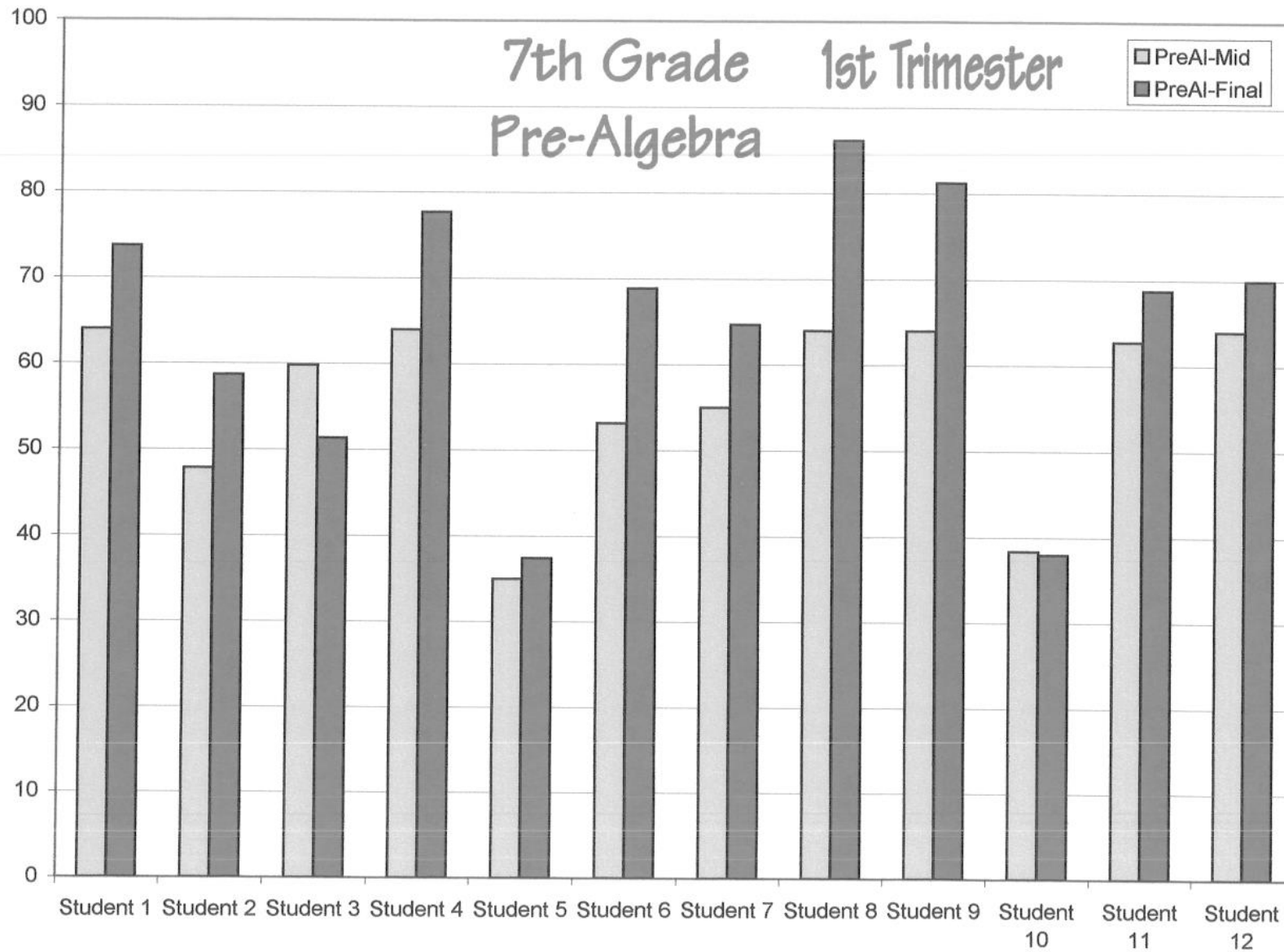
Each individual student's score is provided in the following graphs for each trimester.



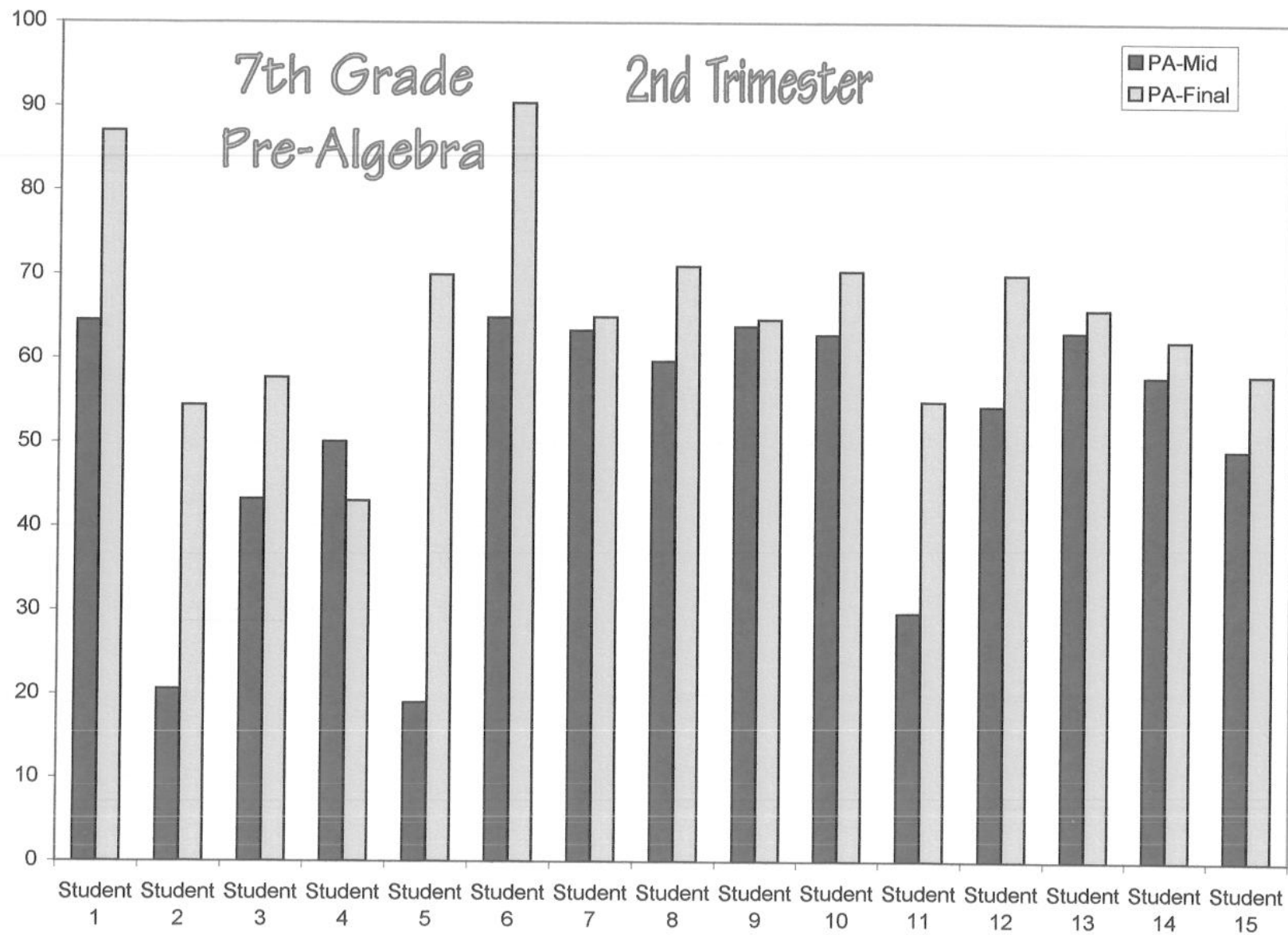


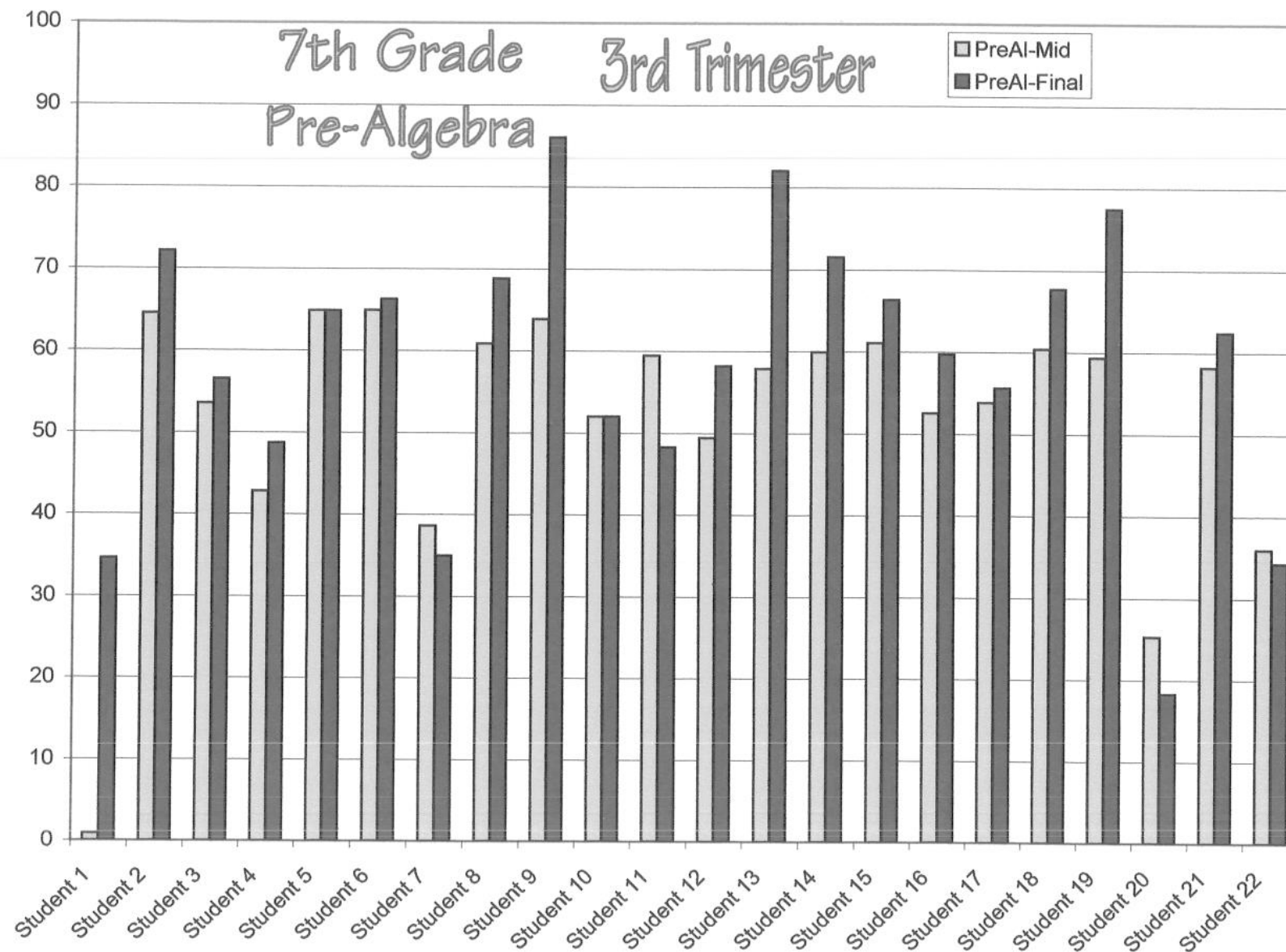




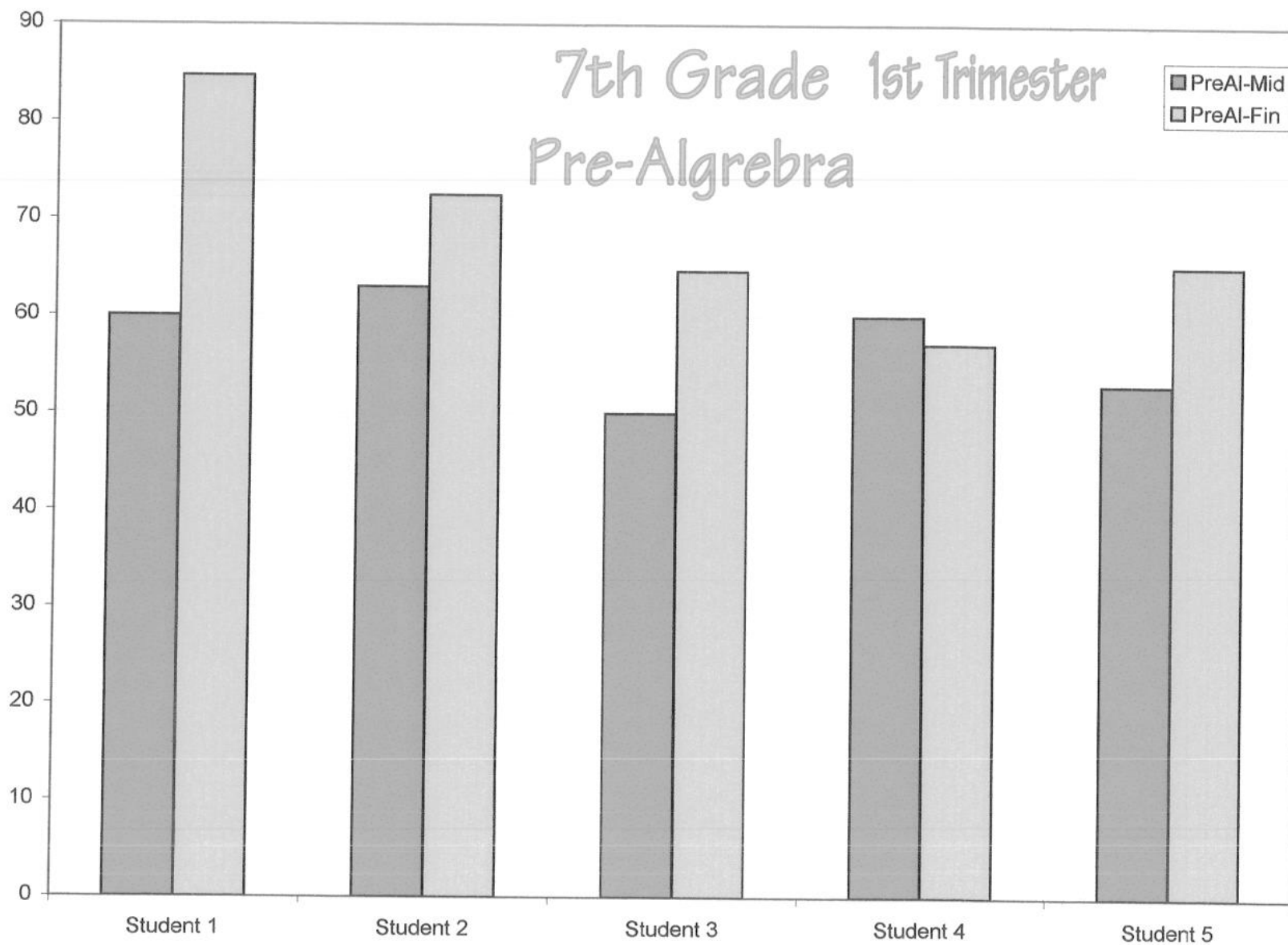






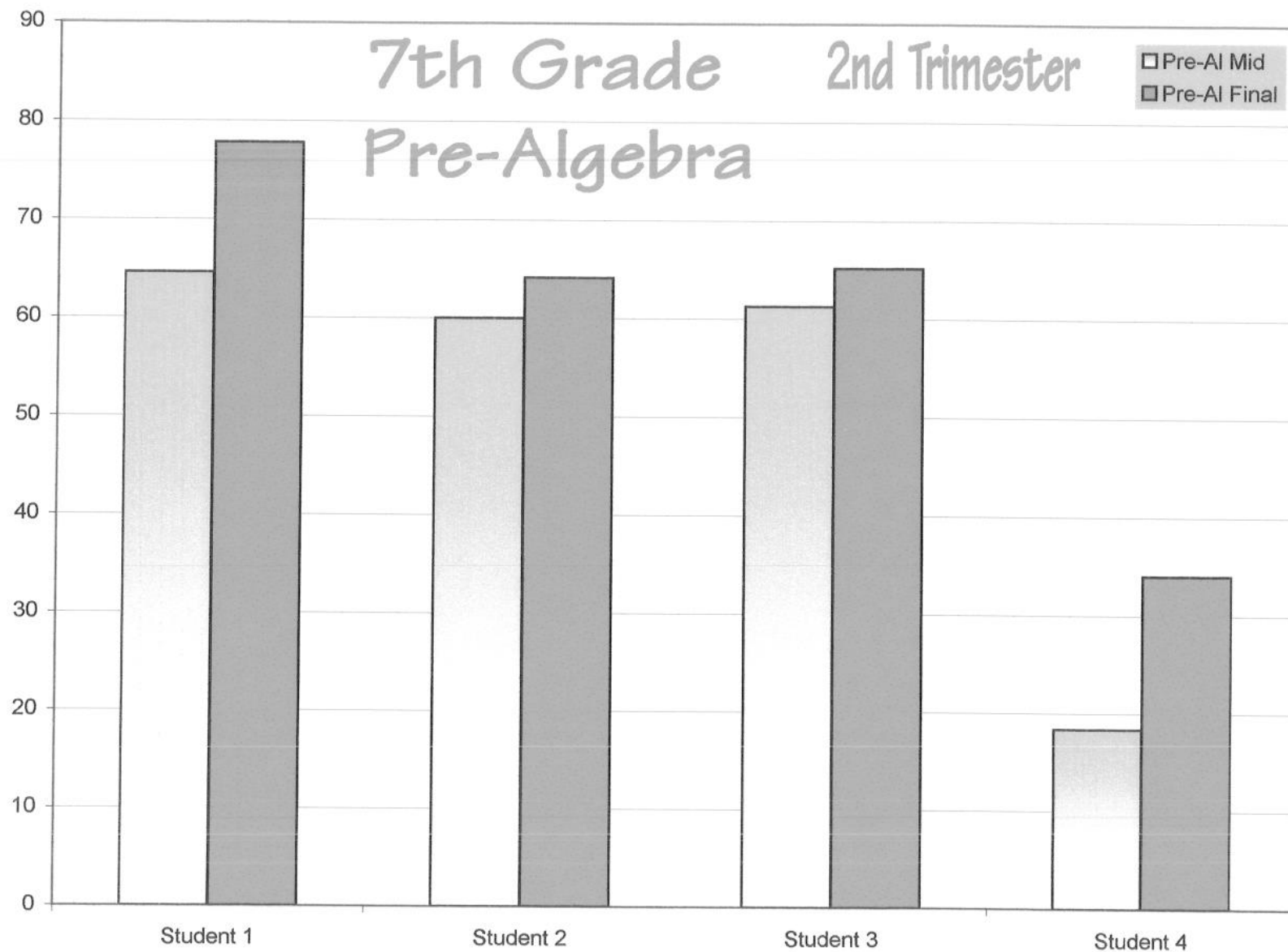


# 7th Grade 1st Trimester Pre-Algebra

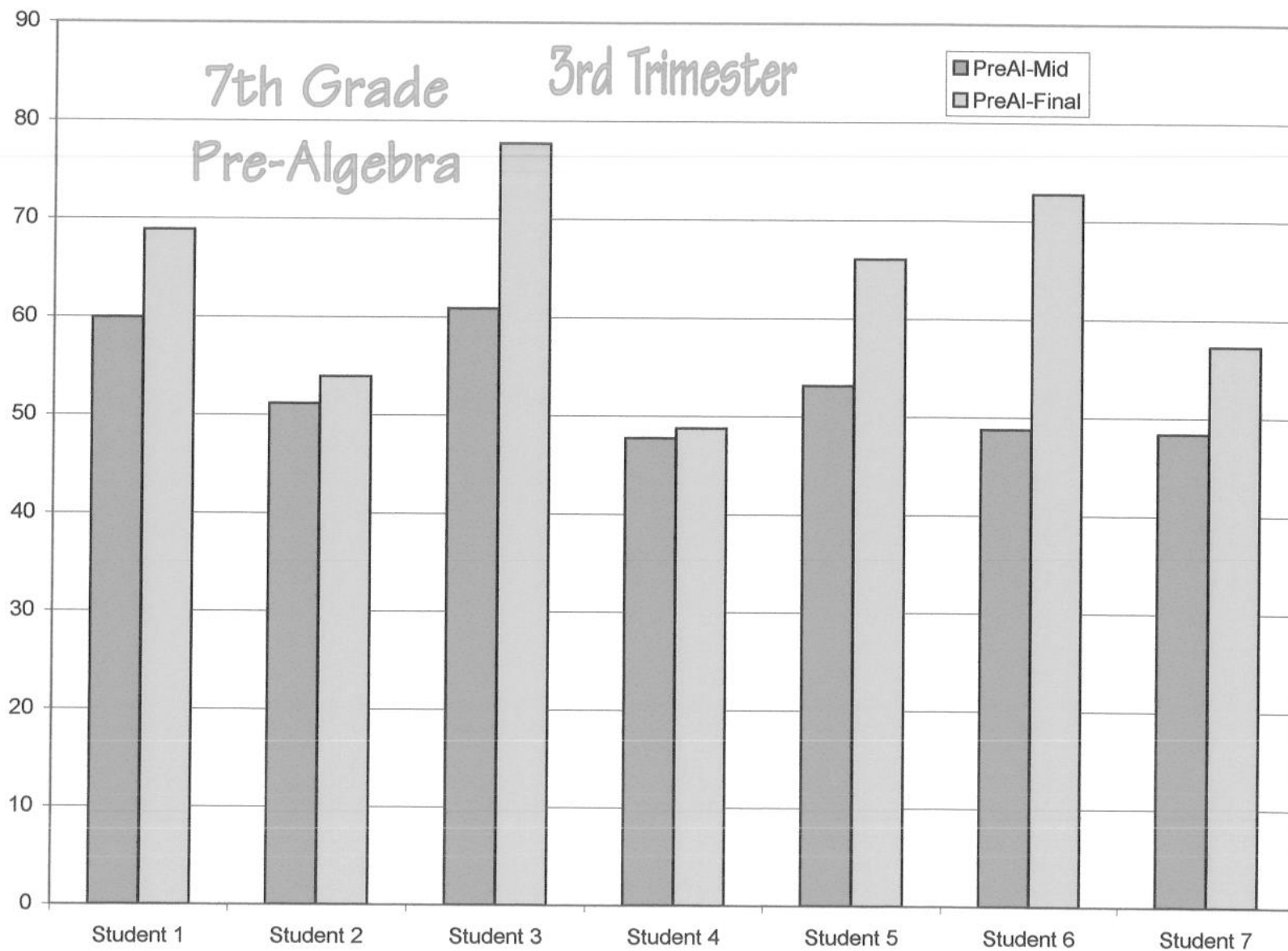


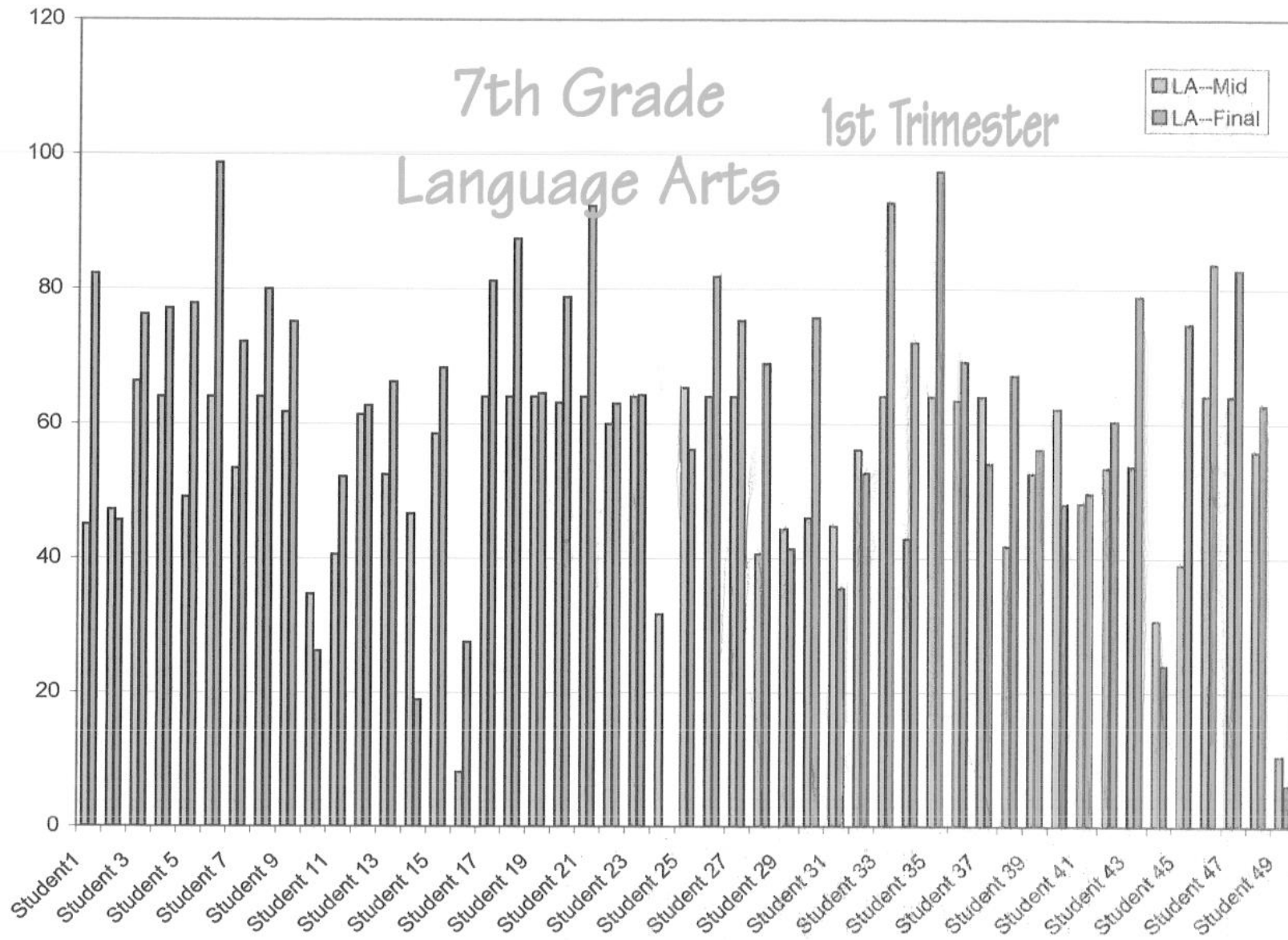
# 7th Grade 2nd Trimester Pre-Algebra

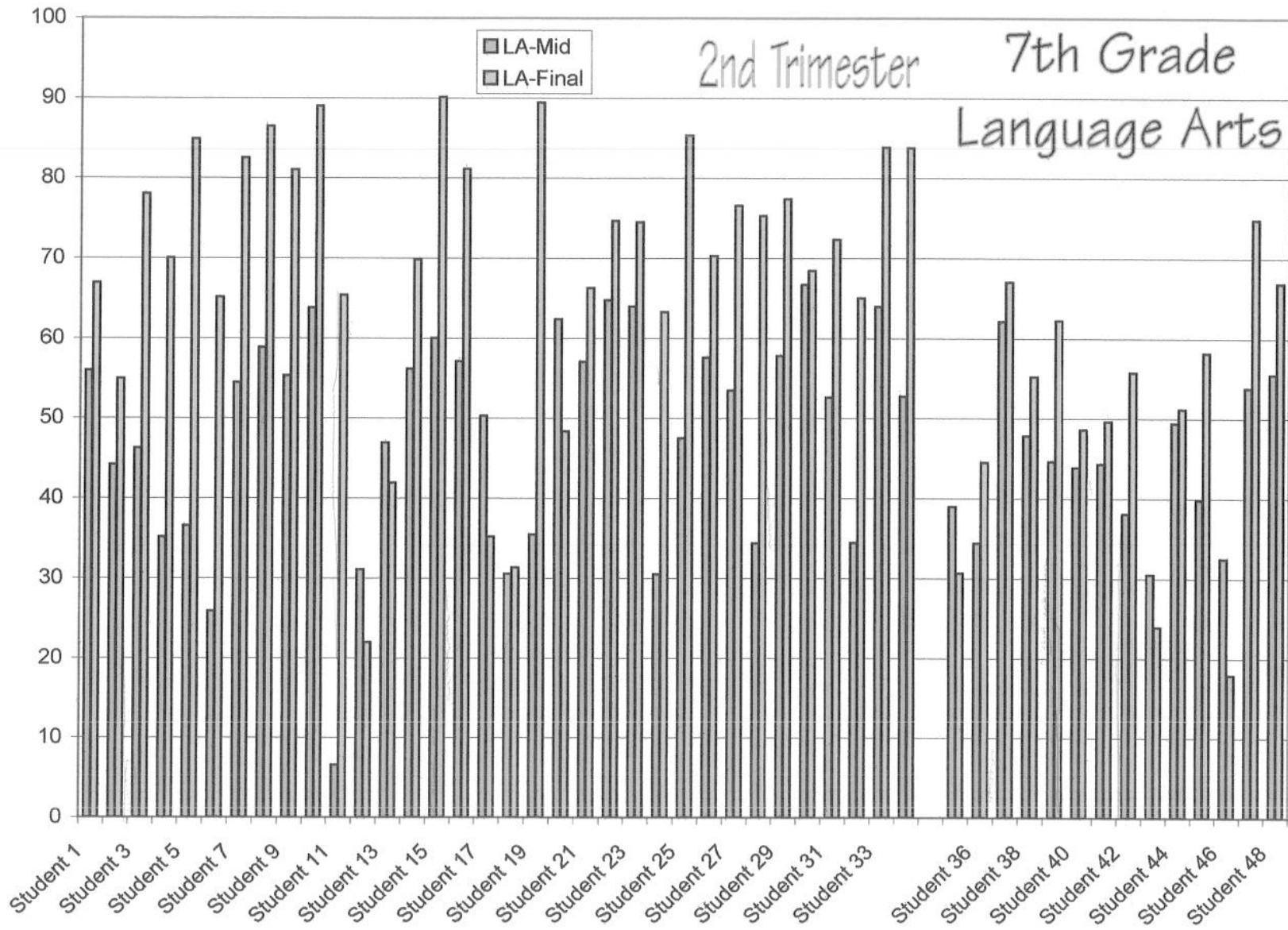
Pre-Al Mid  
Pre-Al Final

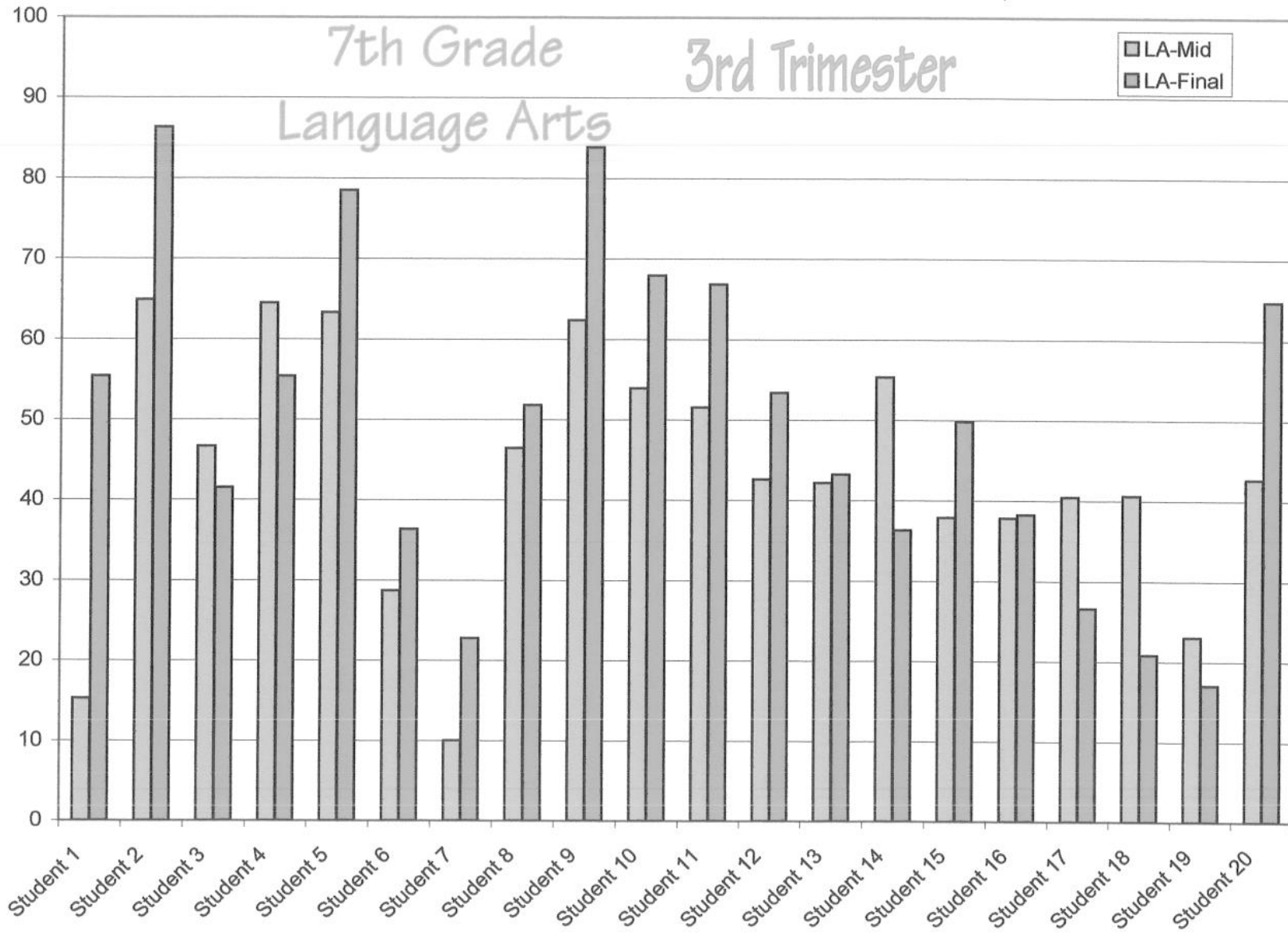




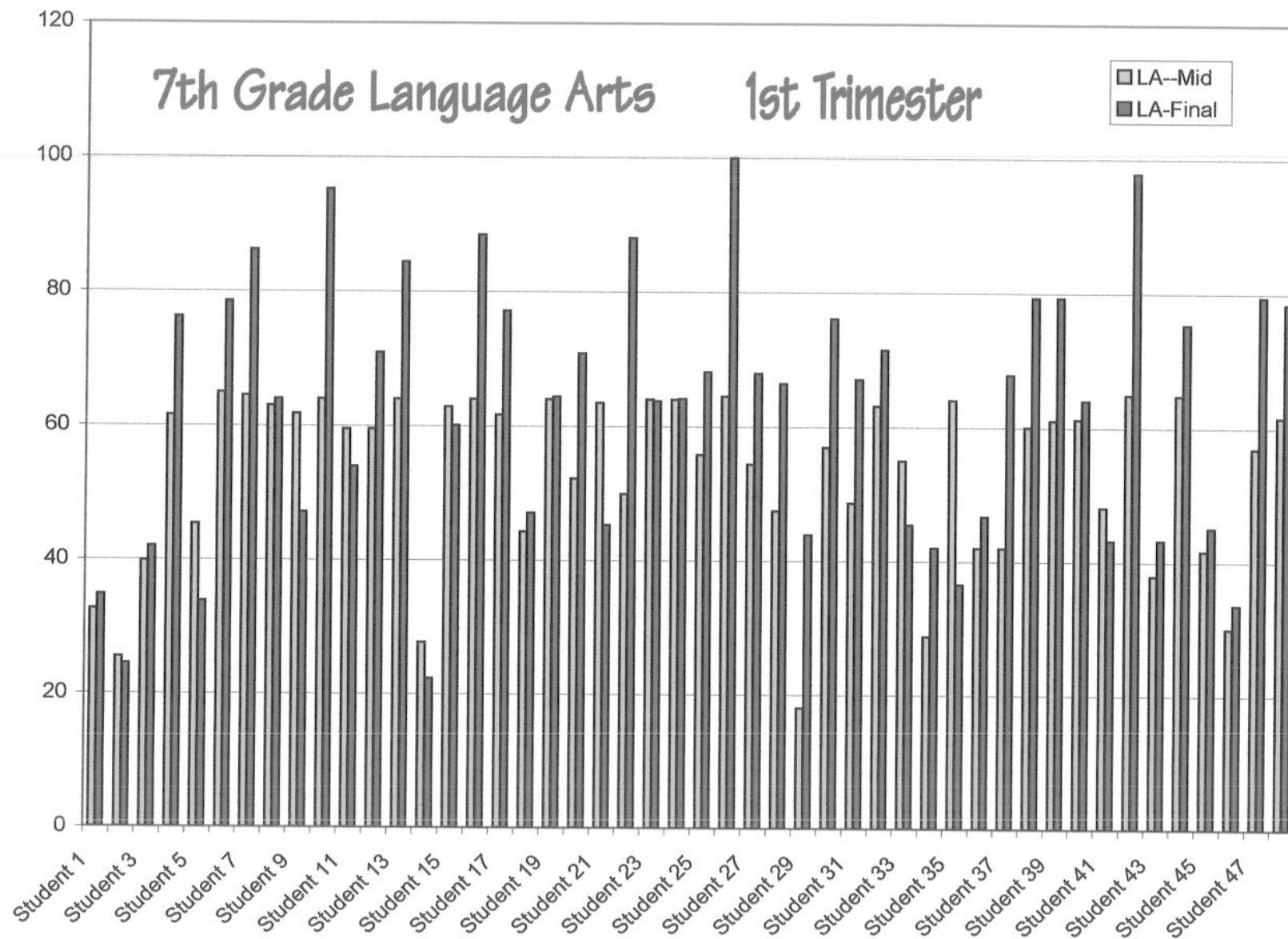


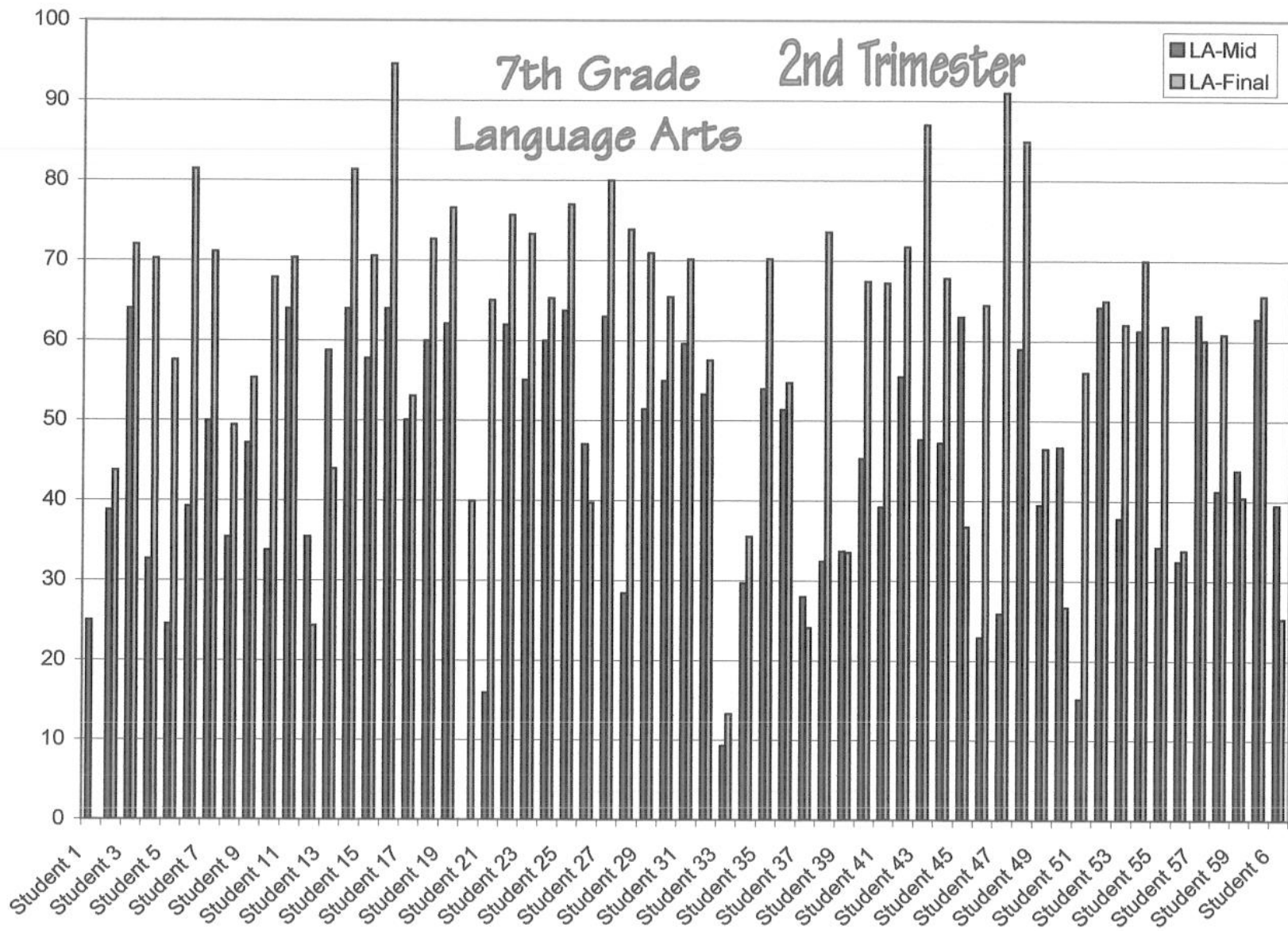


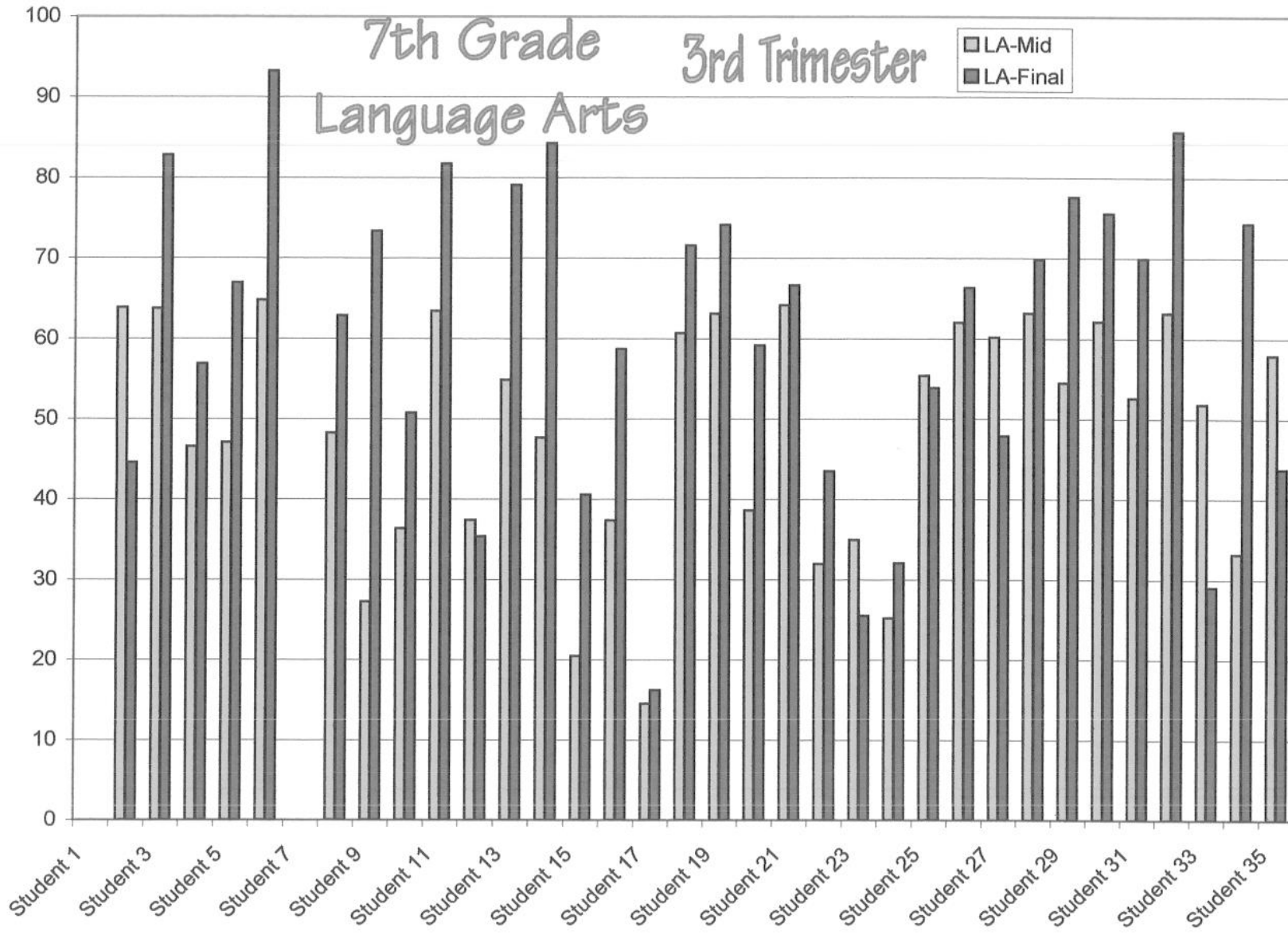


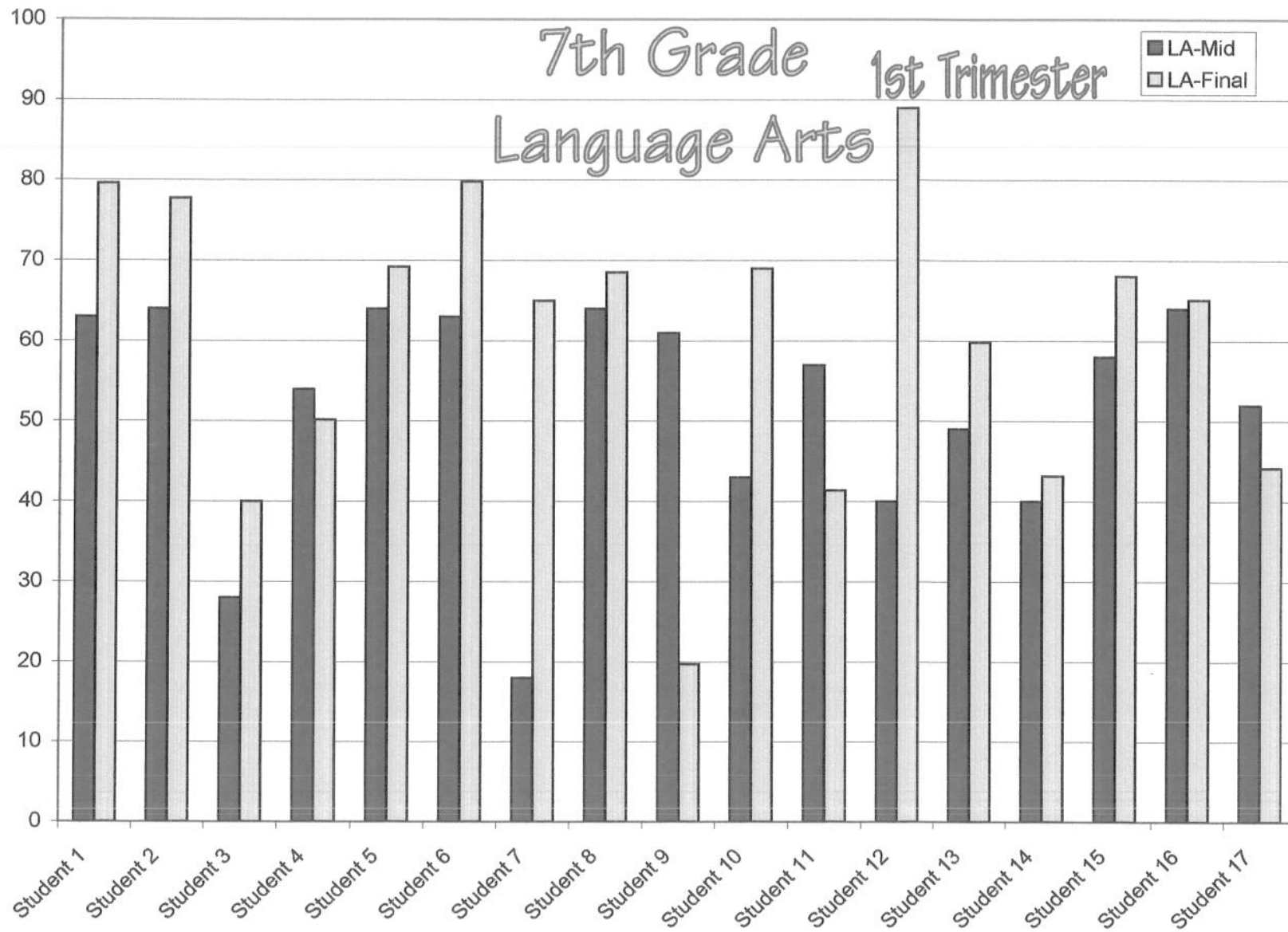


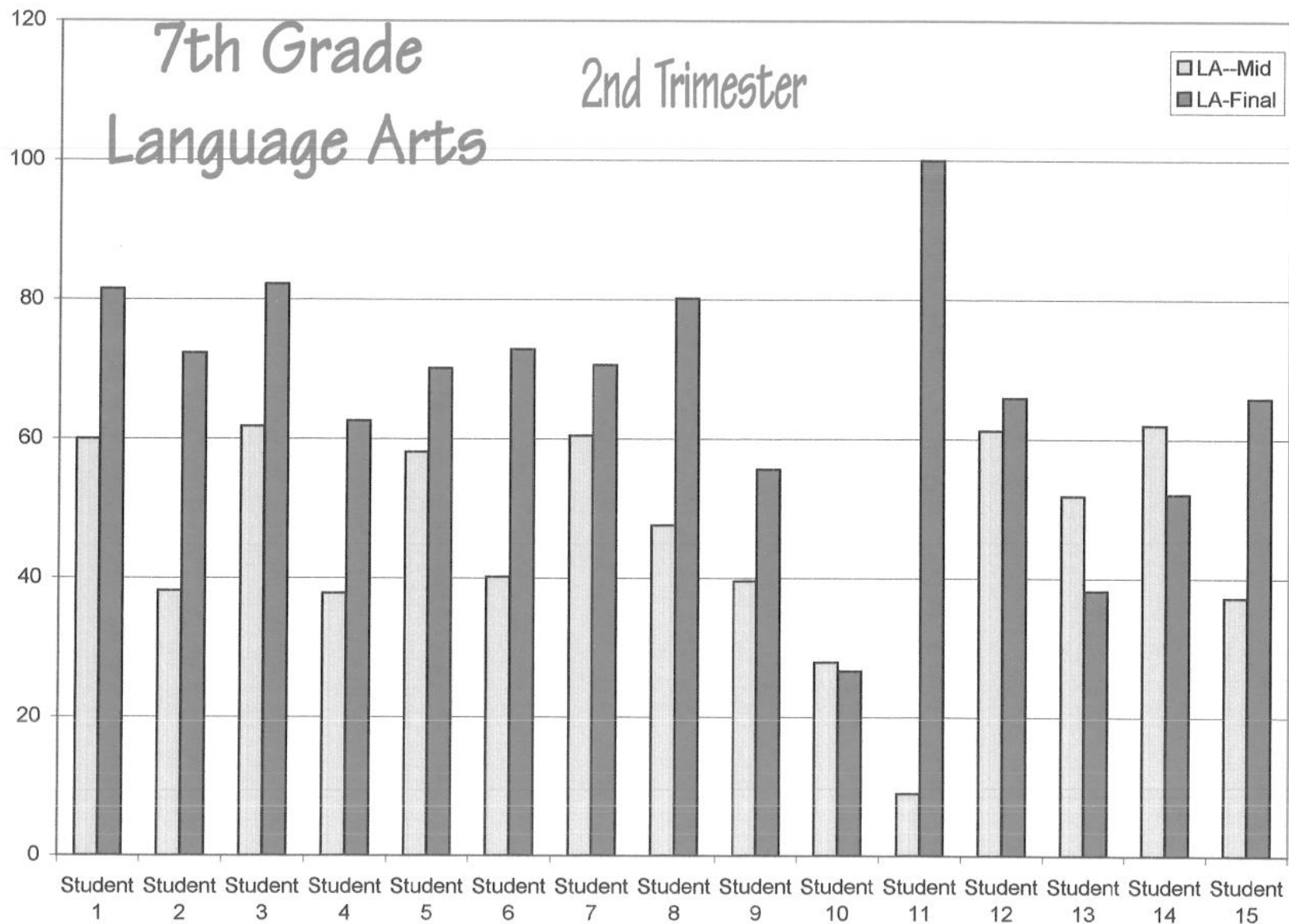


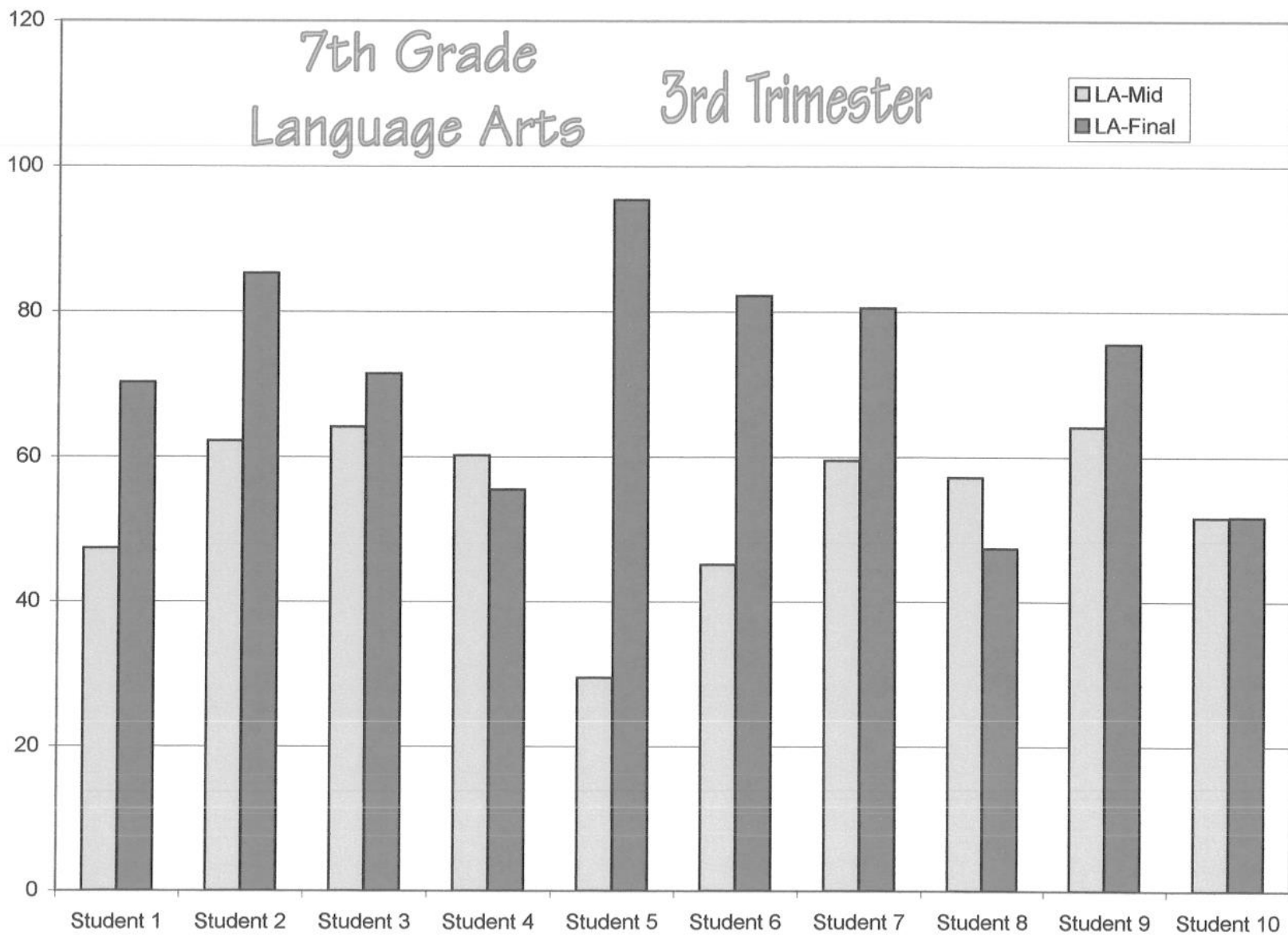




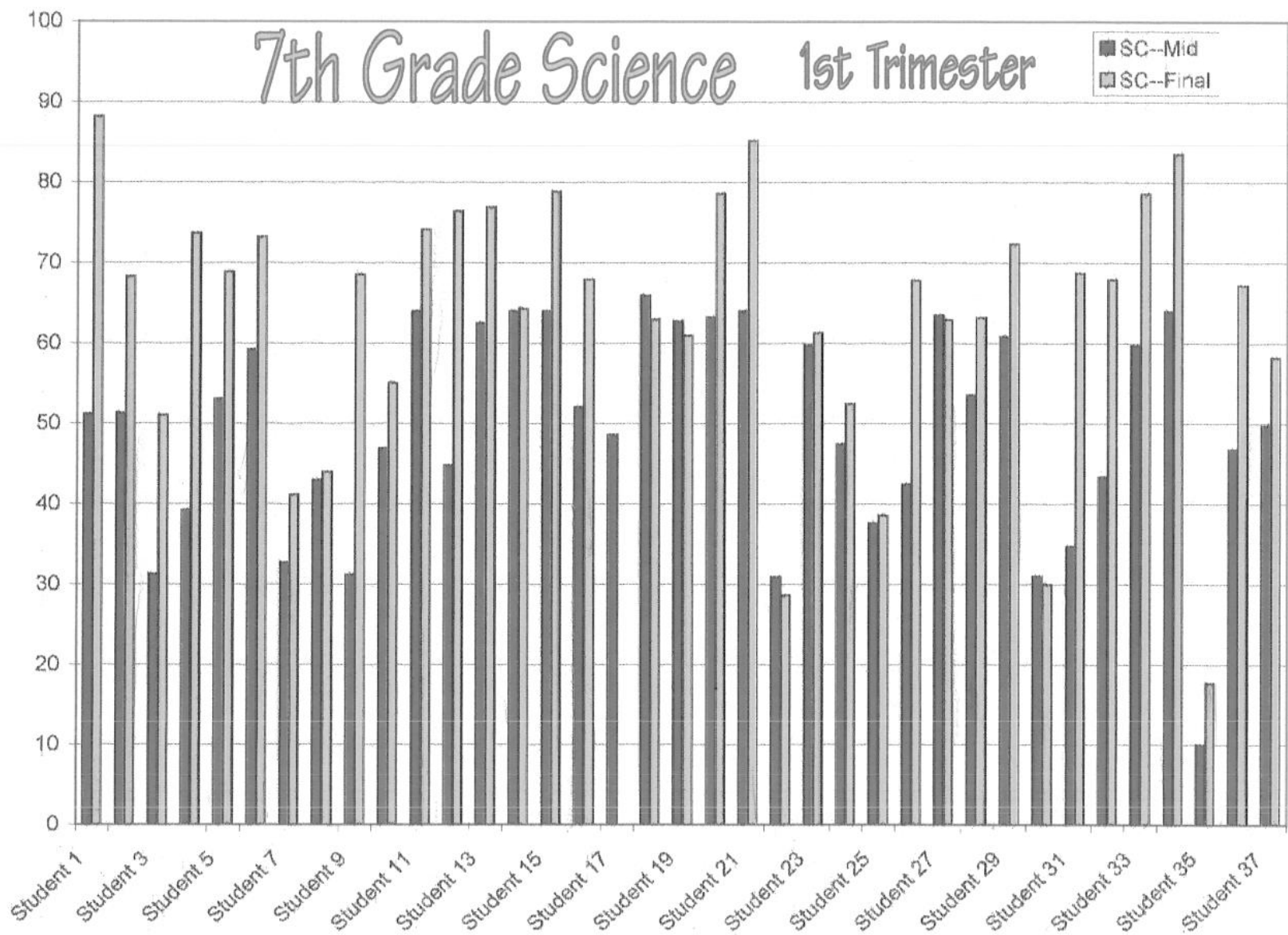


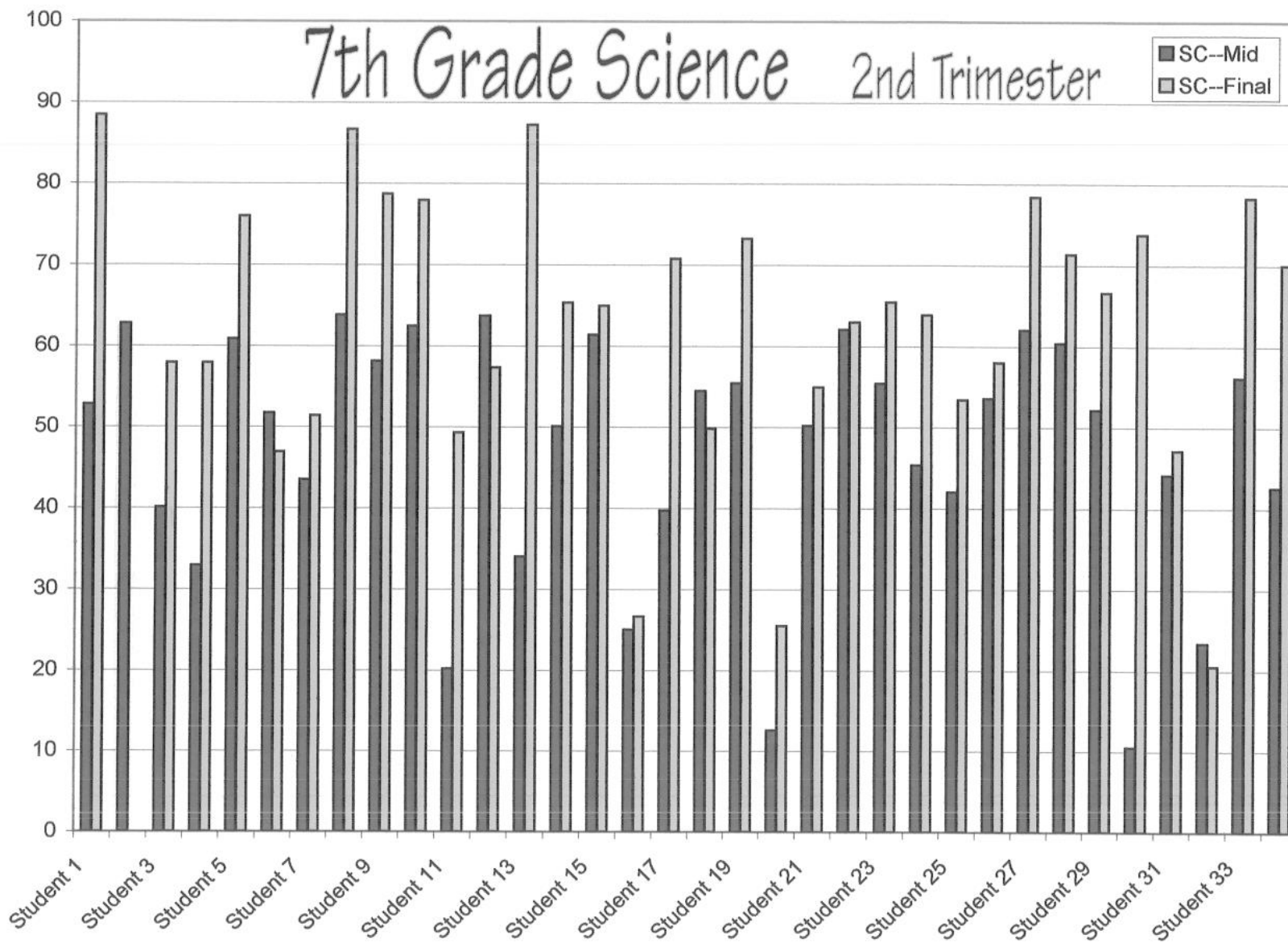


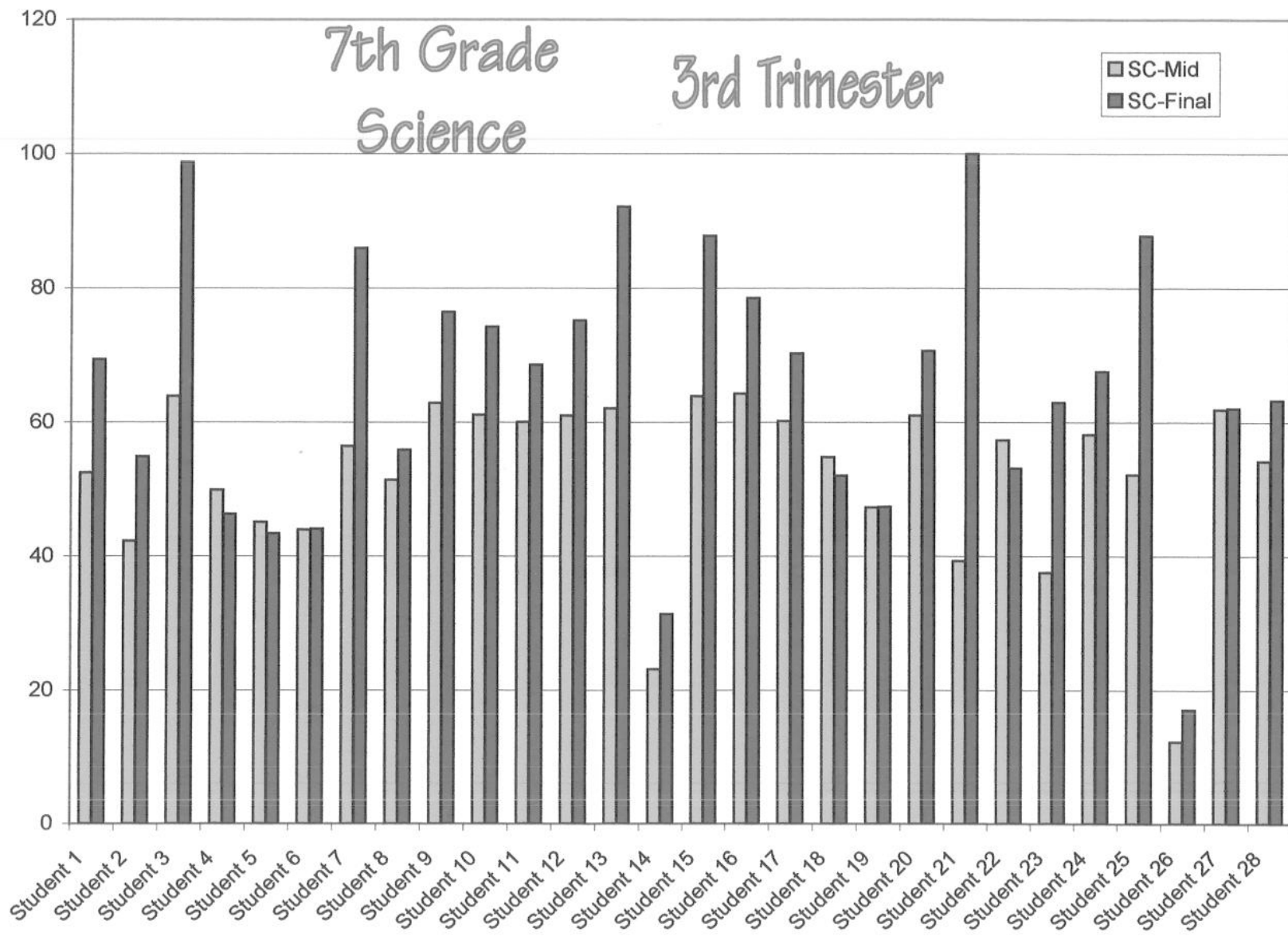


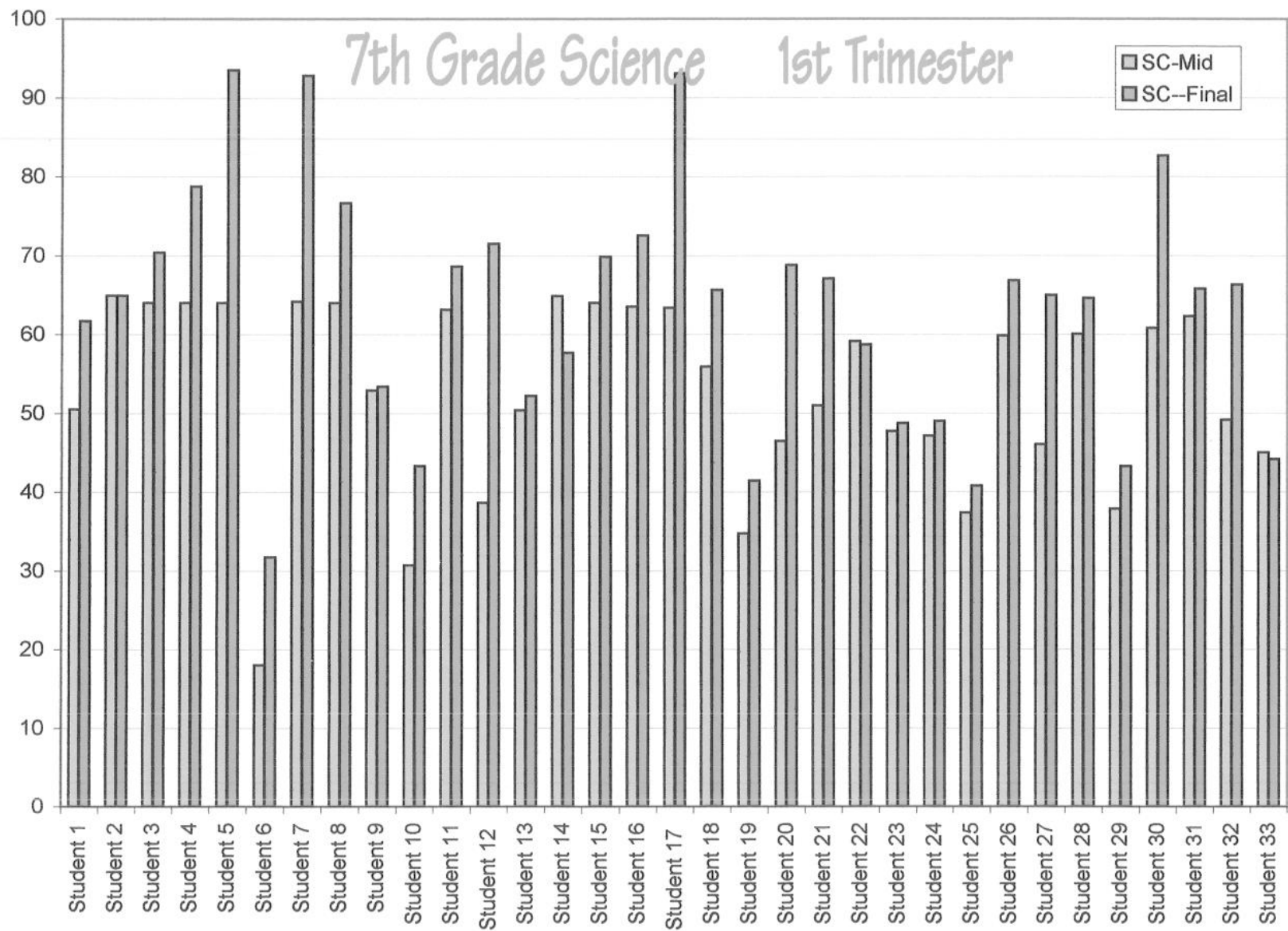


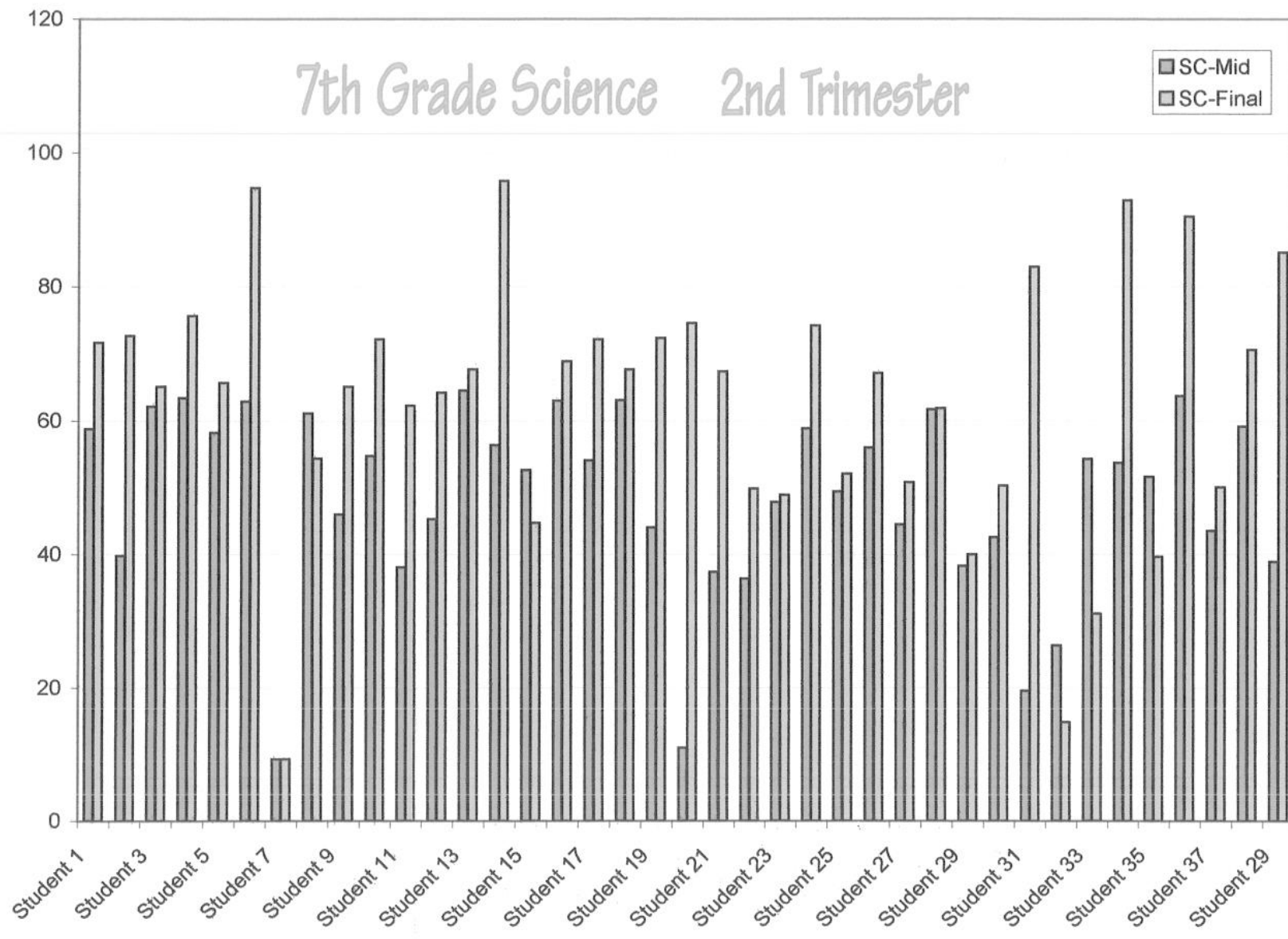


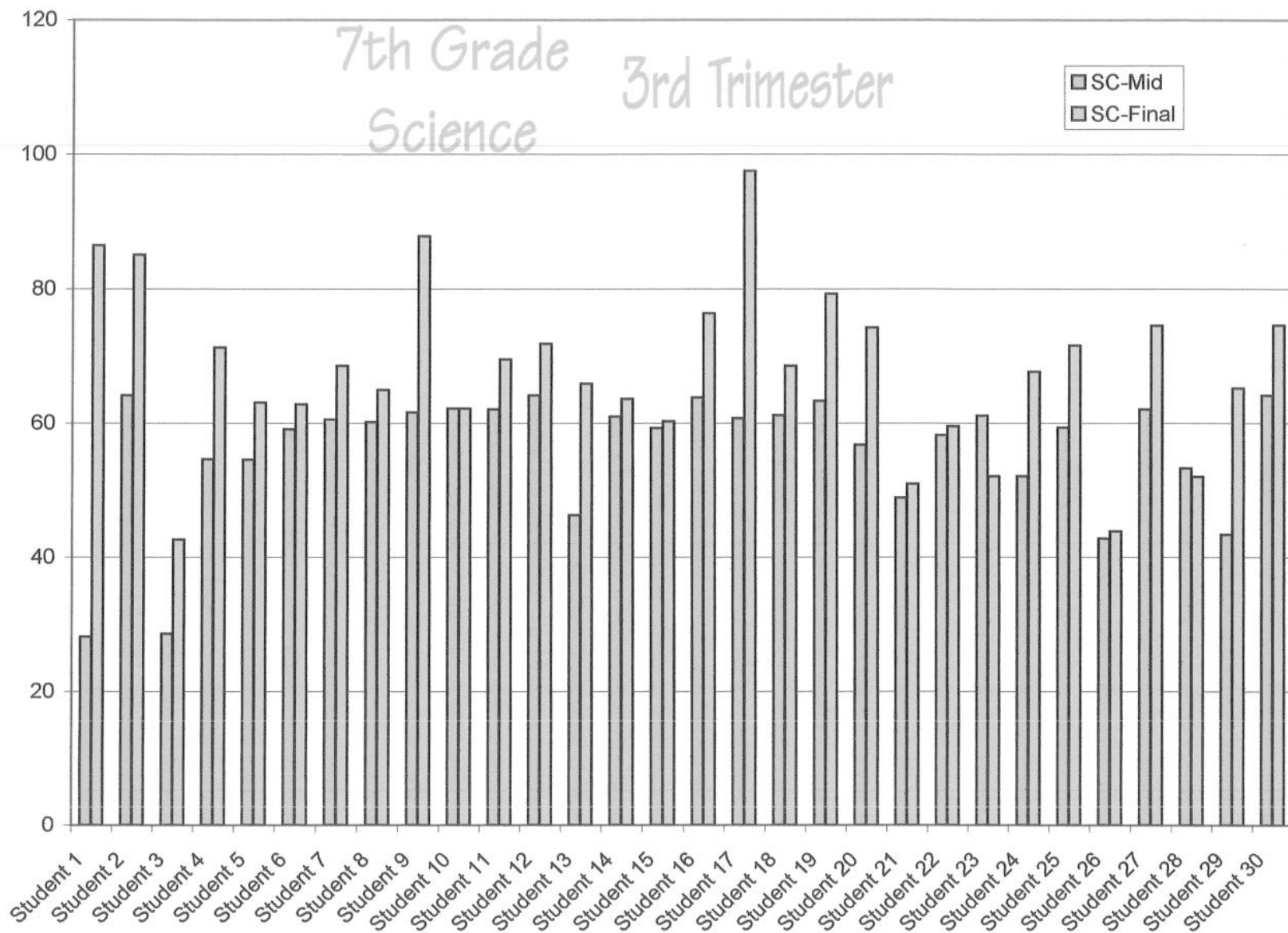


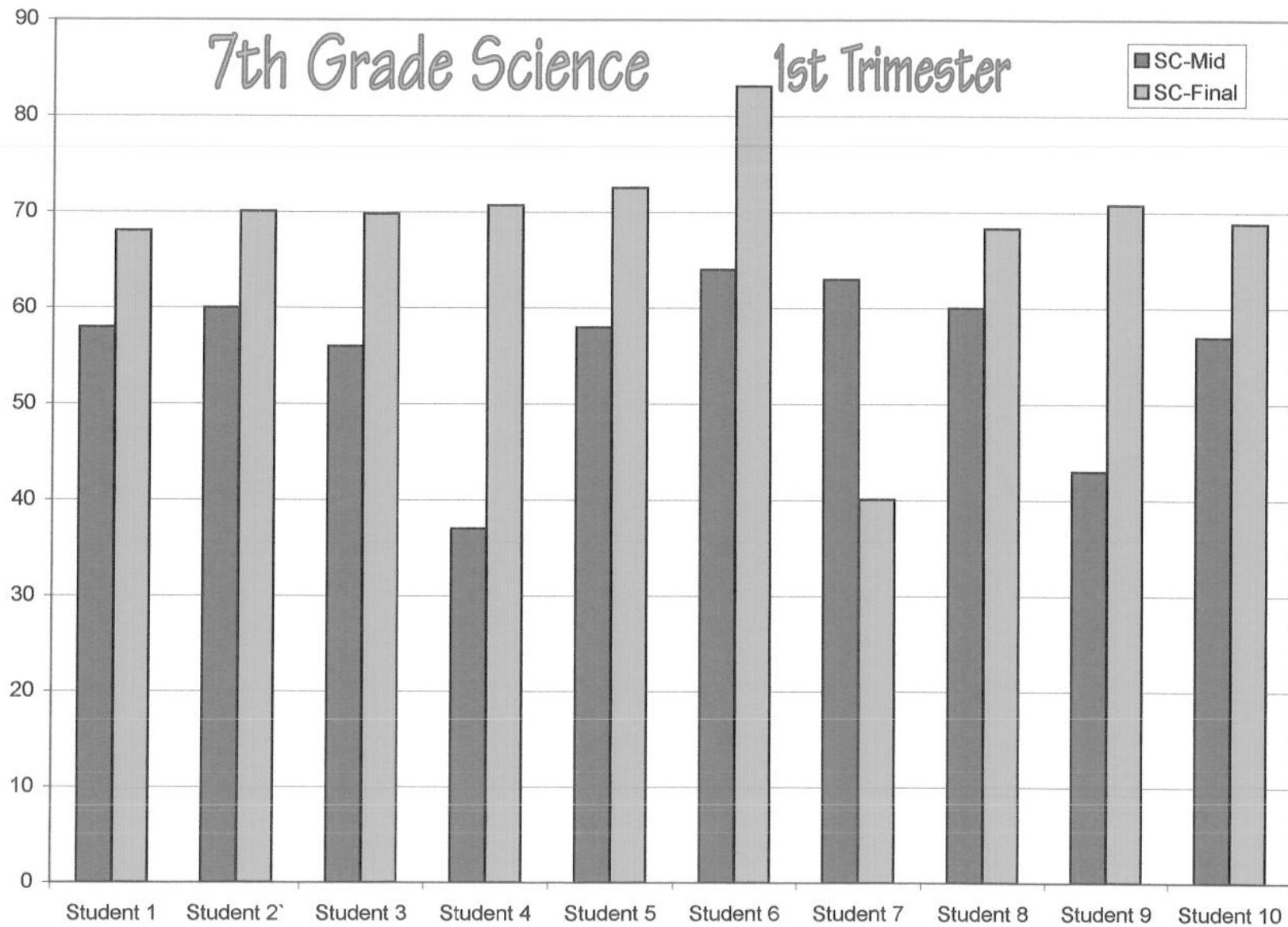




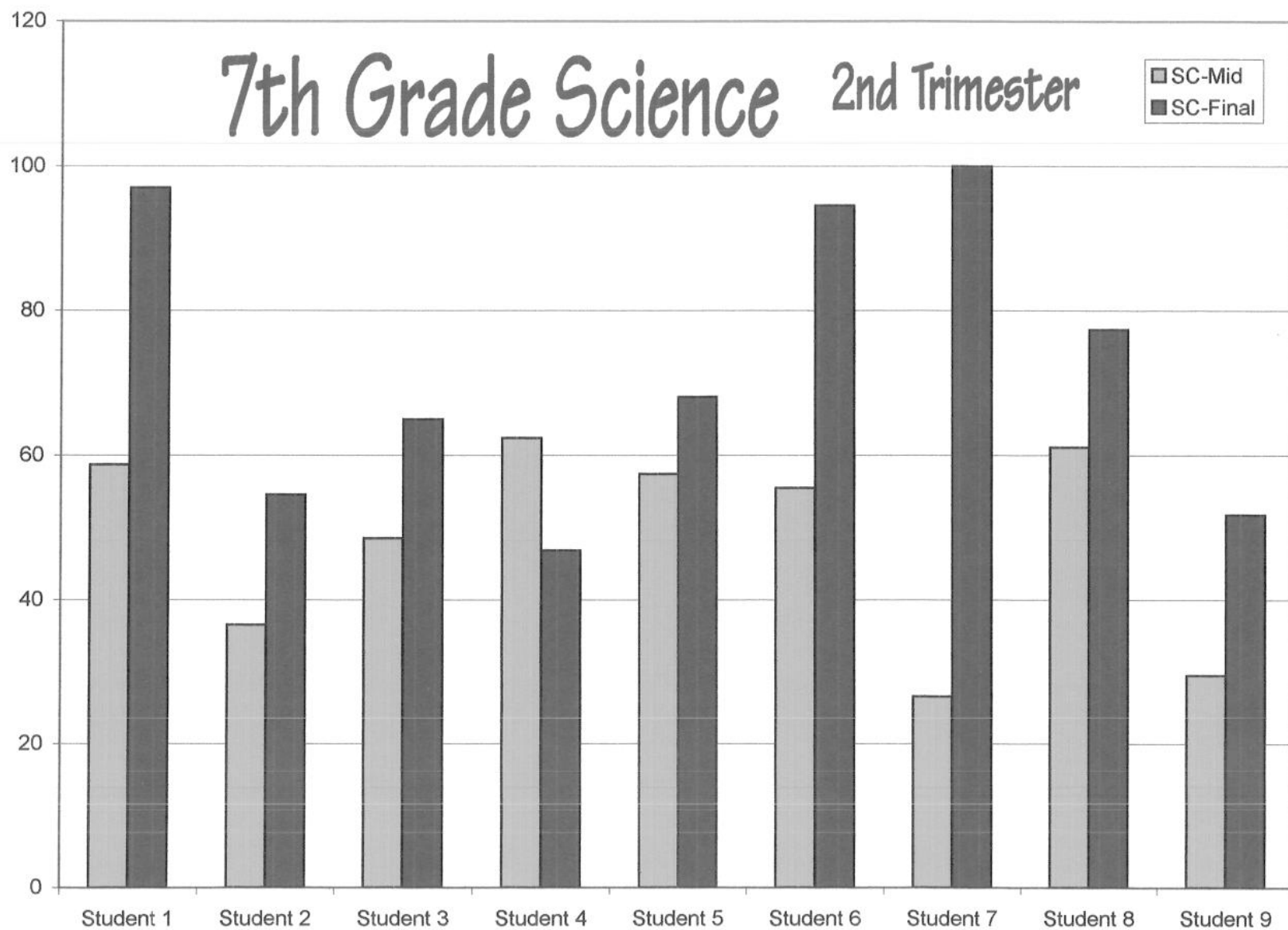


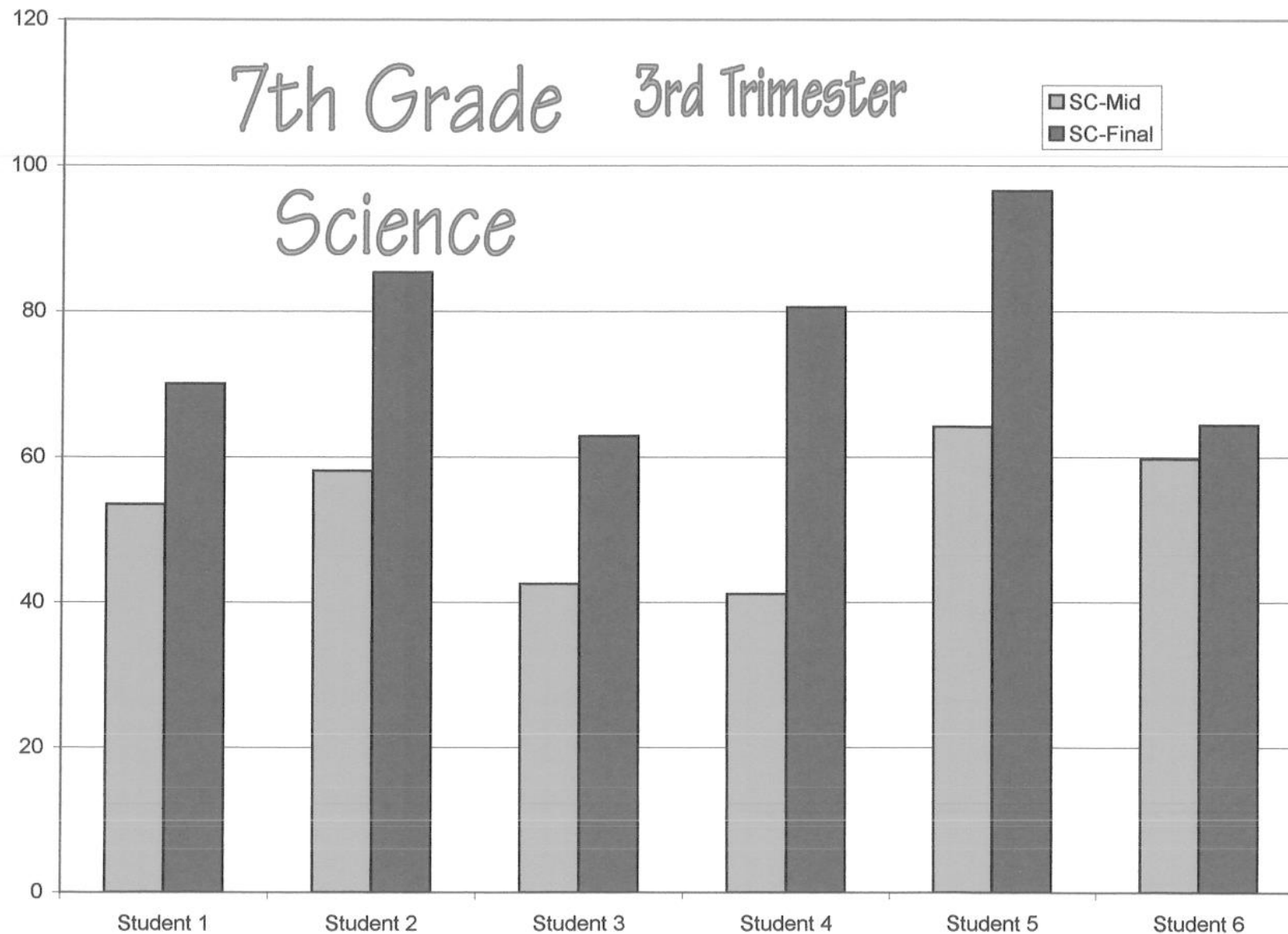












# Utah CGP—Guidance Activities Act Plan (Large Group) 2004-2005\*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Alice C. Harris Intermediate School District Box Elder School District

Target Group: (whole school, entire class) Entire School

Target Group selection is based upon the following data/information/school improvement goals: Needs assessment results:

Feel welcome and safe at school, Learn how to be responsible for self, Learn to make friends and get along with them, Learn to develop discipline and self control

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Activities to be Delivered in What manner	Resources/Staff Development Needed	Evaluation Methods How will you measure results? E.g. "from sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
Students learn to solve relationship problems using Peer Mediation	PS:A1 - Acquire self-knowledge	School-wide training of teachers of what the program consists of.	Staff and Administration buy-in to the program.	Data will be kept on the number of conflict managements completed in the entire school.	9/7/04 6/2/05	645 Students
Students learn to have empathy for other students by listening to their perception of events.	PS:A2 - Demonstrate Interpersonal skills	Selection of Peer Leaders by student body	Paper NCR Paper T-Shirts for Peer Leaders			
Students learn how to brainstorm solutions and set goals.	PS:B3 Demonstrate skills for problem solving	Initial training of Peer Leaders and follow up training monthly.	Time from class periods to educate students			
	PS:C3 Develop Skills for Self-Advocacy					

  
Principal's Signature

9/7/04  
Date

9/13/04  
Date of Staff Presentation

Chris Percival  
Prepared by

\*adapted from the ASCA National Model: A Framework for School Counseling Programs



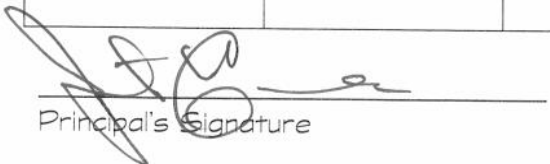
# Utah CGP—Guidance Activities Result Report (Large Group) 2004-2005\*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Alice C. Harris Intermediate School

District Box Elder School District

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test, competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Chris Percival Linda Kuwana	Entire School 645 students	Advisory presentation to students  Curriculum present to all 6 <sup>th</sup> graders in core classes on building healthy relationships  Presented Peer Mediation in SEOP's to educate parents.  Paper, NCR paper, T-shirts for Peer Leaders, materials for peer leader training	9/7/04 6/2/05	645 Students	Pre and post tests were given to all of the 6 <sup>th</sup> graders. Results appear on attached sheet. Also attached is a copy of the data showing student use of the conflict management program.	There was a general increase in knowledge of what makes a good relationship. 79% of the students know what an "I" message is and 92% know what a conflict management is and how they can use the program to help them resolve conflicts.	The data shows that students are aware of the new conflict management program that we have started and are using it. The 6 <sup>th</sup> graders are more aware of what makes up a good relationship. The have also learned that it is important to be assertive and self advocate. As students become more comfortable with the conflict management program, they will use it more.

  
Principal's Signature

6/10/05  
Date

5/12/05  
Date of Staff Presentation

Chris Percival  
Prepared by

\*adapted from the ASCA National Model: A Framework for School Counseling Programs

\*\*Include actual numbers and attach data, Examples and documentation

Pre-Test / Post-Test Survey Results

Questions	Pre test		Post Test		TRUE	TRUE	Change	
	Mrs. Warburton		Mrs. Warburton					
	TRUE	FALSE	TRUE	FALSE				
1. If I see someone else being bullied, there is nothing I can do about it.	17	24	2	39	41%	5%	39%	39% more students knew that they hold an active part in preventing bullying
2. The only way I can stop bullying at school is not to be a bully myself.	26	15	19	22	63%	46%	12%	12% more students realized that there was more for them to do than simply not being a bully
3. I know what an "I" Message is.	16	25	30	11	39%	73%	34%	34% more students learned what an "I" message is
4. It is important to be assertive in my relationships.	11	30	33	8	27%	80%	53%	53% increase in realization that you should be assertive in a relationship
5. It is important to be aggressive in my relationships.	18	23	8	33	44%	20%	24%	24% increase in realization that you should not be aggressive in a relationship
6. I know about the Peer Mediation (Conflict Management) program at our school.	25	16	34	7	61%	83%	22%	22% increase in students being familiar with the Peer Mediation Program.
7. I know what a "Call for Help" is.	24	17	35	6	59%	85%	26%	26% increase in students knowing what a "Call for Help" paper is.
8. I think that bullying is a big problem at our school.	23	18	31	8	56%	76%	20%	20% increase in students believing that bullying is a big problems at our school.
	Pre Test		Post Test					
	Mrs. Firth		Mrs. Firth					
	TRUE	FALSE	TRUE	FALSE	TRUE	TRUE	Change	
1. If I see someone else being bullied, there is nothing I can do about it.	1	43	0	44	2%	0%	2%	2% more students knew that they hold an active part in preventing bullying
2. The only way I can stop bullying at school is not to be a bully myself.	20	24	15	29	45%	34%	11%	11% more students realized that there was more for them to do than simply not being a bully
3. I know what an "I" Message is.	13	31	33	11	30%	75%	45%	45% more students learned what an "I" message is
4. It is important to be assertive in my relationships.	37	7	36	8	84%	81%	3%	3% increase in realization that you should be assertive in a relationship
5. It is important to be aggressive in my relationships.	2	39	18	26	45%	41%	4%	4% increase in realization that you should not be aggressive in a relationship
6. I know about the Peer Mediation (Conflict Management) program at our school.	32	12	41	3	73%	93%	20%	21% increase in students being familiar with the Peer Mediation Program.
7. I know what a "Call for Help" is.	18	26	40	4	41%	91%	50%	50% increase in students knowing what a "Call for Help" paper is.
8. I think that bullying is a big problem at our school.	27	17	21	23	39%	48%	9%	9% increase in students believing that bullying is a big problems at our school.
	Pre Test		Post Test					
	Mrs. Anderson		Mrs. Anderson					
	TRUE	FALSE	TRUE	FALSE	TRUE	TRUE	Change	
1. If I see someone else being bullied, there is nothing I can do about it.	2	49	0	51	3%	0%	3%	3% more students knew that they hold an active part in preventing bullying
2. The only way I can stop bullying at school is not to be a bully myself.	34	17	11	40	67%	22%	45%	45% more students realized that there was more for them to do than simply not being a bully
3. I know what an "I" Message is.	11	40	38	3	22%	75%	53%	53% more students learned what an "I" message is
4. It is important to be assertive in my relationships.	40	11	45	6	78%	88%	10%	10% increase in realization that you should be assertive in a relationship
5. It is important to be aggressive in my relationships.	10	41	3	48	20%	6%	14%	14% increase in realization that you should not be aggressive in a relationship
6. I know about the Peer Mediation (Conflict Management) program at our school.	39	12	50	1	76%	98%	22%	22% increase in students being familiar with the Peer Mediation Program.
7. I know what a "Call for Help" is.	26	25	49	2	51%	96%	45%	45% increase in students knowing what a "Call for Help" paper is.
8. I think that bullying is a big problem at our school.	32	19	24	27	63%	47%	16%	16% decrease in students believing that bullying is a big problems at our school.
	Pre Test		Post Test					
	TRUE	FALSE	TRUE	FALSE	TRUE	TRUE	Change	
1. If I see someone else being bullied, there is nothing I can do about it.	20	116	2	134	15%	1%	15%	15% more students knew that they hold an active part in preventing bullying
2. The only way I can stop bullying at school is not to be a bully myself.	80	56	45	91	59%	33%	23%	23% more students realized that there was more for them to do than simply not being a bully
3. I know what an "I" Message is.	40	96	101	25	29%	79%	44%	44% more students learned what an "I" message is
4. It is important to be assertive in my relationships.	88	48	114	22	65%	69%	4%	4% increase in realization that you should be assertive in a relationship
5. It is important to be aggressive in my relationships.	30	103	29	107	22%	3%	14%	14% increase in realization that you should not be aggressive in a relationship
6. I know about the Peer Mediation (Conflict Management) program at our school.	96	40	125	11	71%	92%	21%	21% increase in students being familiar with the Peer Mediation Program.
7. I know what a "Call for Help" is.	68	68	124	12	50%	91%	40%	40% increase in students knowing what a "Call for Help" paper is.
8. I think that bullying is a big problem at our school.	82	54	76	58	60%	45%	15%	15% decrease in students believing that bullying is a big problems at our school.
	Pre Test		Post Test					
	TRUE	FALSE	TRUE	FALSE	TRUE	TRUE	Change	

Conflict Management Data

Date Filed	Date Resolved	Complaint Filed By	Complaint Filed Against	Others Involved 2004-2005 Totals	"Call for Help's"	Action Taken	a Counselor	b Peer Leaders	c Peer Leaders	d Peer Leaders	e Peer Leaders	f Peer Leaders	g Peer Leaders
09/22/04	9/22/04	student	student		1	1	1				1		
09/22/04	9/22/04	student	student		1	1	1						
09/23/04	9/23/04	student	student	student	1	1	1						
10/01/04	10/1/04	student	student		1	1							
10/01/04	10/1/04	student	student		1	1	1						
10/14/04	10/14/04	student	student		1	1	1						
10/18/04	10/19/04	student	student	student	1	1							
10/21/04	10/21/04	student	student		1	1	1						
11/03/04	11/3/04	student	student		1	1	1						
11/02/04	11/2/04	student	student		1	1							
11/11/04	11/11/04	student	student		1	1							
11/11/04	11/11/04	student	student		1	1							
11/22/04	11/23/04	student	student	student	1	1	1						
12/02/04	12/06/04	student	student	student	1	1							
12/13/04	12/13/04	student	student		1	1	1						
12/13/04	12/13/04	student	student		1	1	1						
12/08/04	12/13/04	student	student		1	1						1	
12/15/04	12/15/04	student	student		1	1	1						
12/15/04	12/15/04	student	student		1	1	1						
12/20/04	12/20/04	student	student		1	1				1			
01/06/05	1/6/05	student	student		1	1	1						
01/05/05	1/6/05	student	student		1	1							
01/07/05	1/7/05	student	student		1	1							
01/21/05	1/21/05	student	student		1	1	1				1		
01/21/05	1/21/05	student	student		1	1	1				1		
01/24/05	1/24/05	student	student		1	1							
02/11/05	2/11/05	student	student	student	1	1	1						
02/11/05	2/11/05	student	student		1	1							
02/11/05	2/11/05	student	student		1	1	1						1
02/14/05	2/14/05	student	student		1	1							
02/15/05	2/15/05	student	student	student	1	1	1						
02/15/05	2/15/05	student	student		1	1							
02/15/05	2/15/05	student	student		1	1	1						
02/16/05	2/16/05	student	student		1	1	1						
02/25/05	2/25/05	student	student		1	1							
03/07/05	3/7/05	student	student		1	1							
03/15/05	3/15/05	student	student		1	1							
03/15/05	3/15/05	student	student		1	1							
03/30/05	3/30/05	student	student		1	1	1						
03/23/05	3/30/05	student	student		1	1	1						
04/05/05	4/5/05	student	student		1	1							
04/11/05	4/1/05	student	student		1	1	1						
04/13/05	4/13/05	student	student		1	1			1				
04/14/05	4/14/05	student	student		1	1			1				
04/15/05	4/19/05	student	student	student	1	1	1						
04/20/05	4/20/05	student	student	student	1	1				1			
04/22/05	4/25/05	student	student	student	1	1							
04/26/05	4/26/05	student	student		1	1	1						
04/28/05	4/28/05	student	student		1	1							
05/03/05	5/3/05	student	student		1	1	1						
05/18/05	5/18/05	student	student		1	1	1						
05/26/05	5/26/05	student	student		1	1			1				
05/20/05	5/20/05	student	student		1	1	1						



### Conflict Management Data

[illegible]



# Utah CGP-Closing the Gap Action Plan (Small Group) 2004-2005\*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Alice C. Harris Intermediate School District Box Elder School District

Target Group: Students with poor school attendance


Target Group selection is based on the following data/information/school improvement goal: Needs assessment: Learn how to want to do well in school - Learn how to motivate oneself to improve school performance, Learn to make friends and get along with them, Learn how to be responsible for self, Learn that with choices there are consequences

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Interventions	Resources/Staff Development Needed	Evaluation Method How will you measure results? E.g. "From sample classrooms or tenth graders..."	Start/ End Dates	Projected # of Students Impacted
Improved school attendance which in turn will improve student performance.	AL:A AL:A1 Improve academic self-concept. AL:A2 Acquire skills for improving learning. AL-A3 Achieve school success.  AL:B AL:B1 Relate school to life experiences.  LC:C LC:C1 Learn to make life/career decisions  MG:A MG:A3 Demonstrate a civil and considerate spirit while participating in society.	A program that will assist in tracking student absences. Interventions will be completed by teachers, counselors and administrators.	Resources include preparation of plan  Support of Administration  Teacher in-service on program.	Students will be picked upon review of attendance. Those with high non-attendance will be the target group. Success will be measured in lower non attendance and slower rate of absence accumulation.	January 18 to May 27, 2005	Initially we will start with twelve students. Number of students impacted will be determined by number of students with attendance problems.

  
Principal's Signature

1/5/05  
Date

January 10, 2005  
Date of Staff Presentation

  
Prepared by

Utah CGP—Closing the Gap Results Report <sup>Small</sup> (Large Group) 2004-2005\*  
 Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Alice C. Harris Intermediate School

District Box Elder School District

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test, competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Chris Percival Linda Kuwana	Students with poor attendance	Attendance correction sheet that we made up to more closely follow attendance. (Attached) Personal counseling with students having poor attendance as well as contact with parents.	January 18 to May 20 <sup>th</sup> . We changed the end date because there is little chance of improving attendance the last week and one half of school.	33 students' attendance was tracked.	We had several students whose attendance was bothersome. The pre-data was the number of absences for each student. Post data is represented by the attendance rate following interventions. See attached data.	See attached documentation	See attached documentation

  
Principal's Signature

6/10/05  
Date

May 12, 2005  
Date of Staff Presentation

Chris Percival  
Prepared by

\*adapted from the ASCA National Model: A Framework for School Counseling Programs

\*\*Include actual numbers and attach data, Examples and documentation

# ATTENDANCE CORRECTION

## ALICE C. HARRIS INTERMEDIATE SCHOOL

Closing the Gap Action Plan 2004-2005

With high stakes testing, attendance becomes critical. We have several students that have high non-attendance records and we want to see if we can decrease or stop the number of absences they are piling up. There is a direct correlation to student achievement and attendance.

We developed a form to track non-attending students (attached).

1. Teachers are the first to notice when a student becomes excessively absent from school. Therefore, the first person to make contact with the parent is the teacher. After the teacher has made contact, he/she turns the paper into the counselors.

### Pros:

6<sup>th</sup> grade teachers work together more as a team and actually take ownership of their students. They are very good at contacting parents and starting the process of attendance correction.

### Cons:

When students are in the 7<sup>th</sup> grade they go to many more teachers. Even though the 7<sup>th</sup> grade teachers are in cores, it seems that the 7<sup>th</sup> grade teachers do not have as much of an attachment to their students and may think that one of the student's other teachers will contact the parents. 7<sup>th</sup> grade teachers do a poor job at contacting and referring students. Even though the form should go into effect after the student has been absent 6 days. The students are not referred until many more absences have been built up.

2. Counselors are next to talk to the student. Since we set up the program, we are quick to get the students in and talk to them about their absences.

**Finding:** Although already known, it is surprising to see how many students' absences are enabled by their parents. Many of the parents seem to have separation anxiety and want the students to stay home with them or baby sit for them, etc.

Parents and students do not feel that absences due to illness should be considered as absences, even though the same result of lower achievement due to absences exist.

3. Administration contact seems to be somewhat of a weak link in the plan. There is only one student that has had an attendance contract made with the parents. Most of the parents have been contacted over the phone. We have had one student with a schedule change into our TRUST (school within a school) program due to excessive absences.

4. Attendance letters have been sent to several of the students, but the administration has not documented it on the form.
5. We have had one student court referred for excessive absences. This has not, however, come about from following the attendance plan. He was referred for other reasons and the attendance was added on to the referral. After the court referral he stopped coming to school. The judge dismissed all of his charges and he wouldn't come back.

The results of the project are mixed. Some of the students responded very well to the program as documented by the decreased escalation in absences on the chart (attached). Some did not, perhaps because of lack of buy in by the administration or parents and students do not feel attendance is important. The plan was encouraged by the administration and they in-serviced the teachers about the procedures. Somewhere along the way they either got too busy with other things, or did not prioritize attendance correction. Another problem with the ultimate referral to Juvenile court is the lack of prompt court action and the relatively insignificant punitive renderings of the judges.

Upon attending a recent school board meeting, the board and the district seemed increasingly concerned with poor attendance habits. They are supporting heavier enforcement of district attendance policies in the elementary schools. Hopefully this will be an earlier deterrent to enabling parents and help students form a habit of attending school.

Analyzing the grades does not necessarily support the hypothesis that increased attendance will improve grades (see attachment). The students' work ethic seems to be a major factor as to how well they will do in school. Struggling students grades did improve to some degree, but not consistently.

Alice C. Harris Intermediate School

Documentation of Attendance Correction for:

Student: \_\_\_\_\_ Grade \_\_\_\_\_

1. Teacher contacts parents expressing concern about students' absences (after 6 absences)

Contacted by \_\_\_\_\_ Date \_\_\_\_\_

Notes \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Counseling of student by school authorities. (after 8 absences)

Counseled by: \_\_\_\_\_ Date \_\_\_\_\_

Notes \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Meeting with the student and the parents or guardian (after 10 absences)

*Adjust the curriculum and schedule if determined necessary to meet special needs of the student.*

Administrator: \_\_\_\_\_

(and/or) Counselor: \_\_\_\_\_

Attendance Contract \_\_\_\_\_ Date \_\_\_\_\_

Adjust schedule, if necessary \_\_\_\_\_ Date \_\_\_\_\_

Notes \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Enlisting parental support for attendance by the student (after 11 - 12 absences):

1<sup>st</sup> attendance letter sent \_\_\_\_\_ Date \_\_\_\_\_

Notes \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Monitoring of attendance by parent and school followed by enlisting of community and law enforcement agencies as appropriate.

*Warning letter mailed at least 14 days prior to juvenile court referral*

2<sup>nd</sup> Attendance Letter sent (warning letter) \_\_\_\_\_ Date \_\_\_\_\_

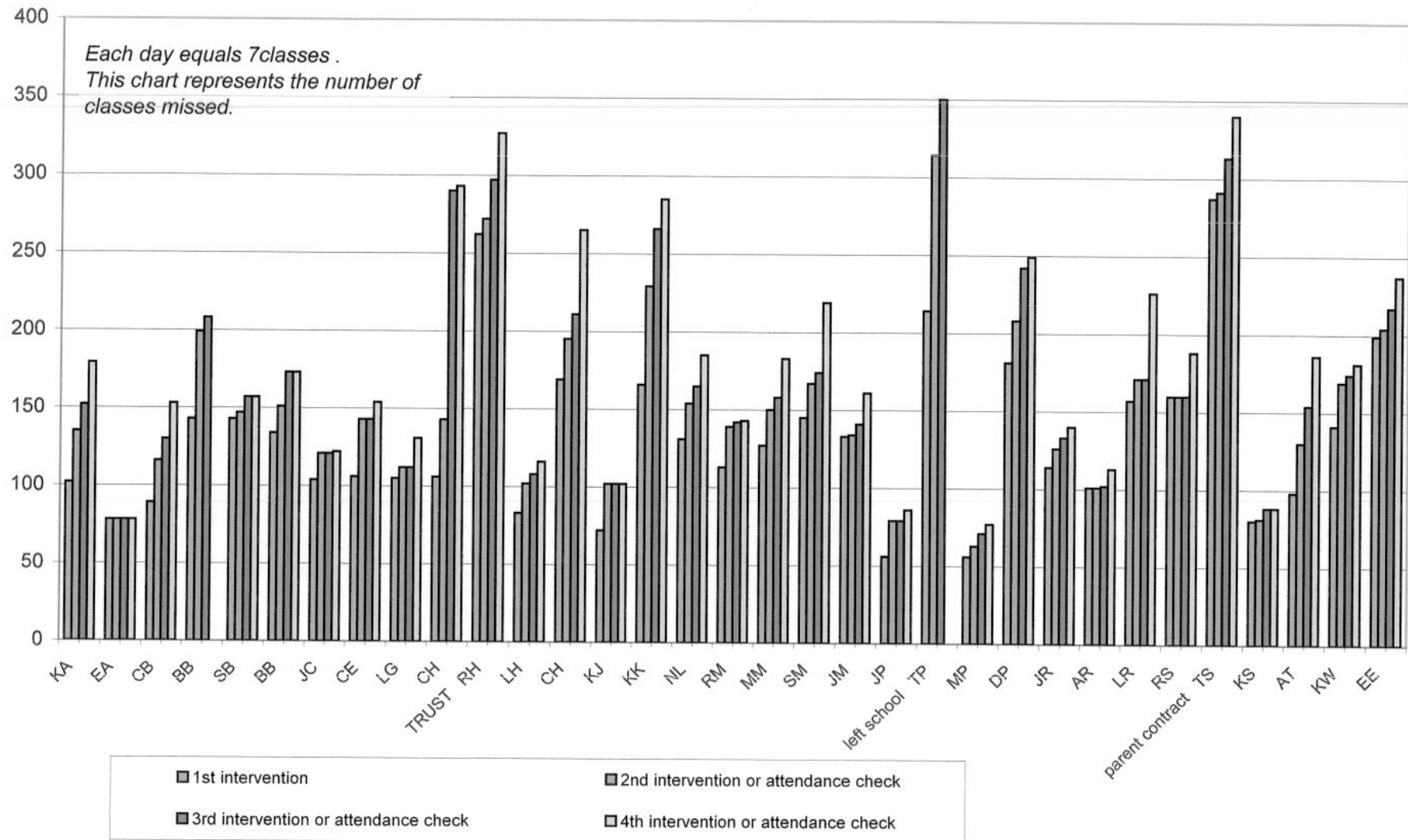
Notes \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Court Referral made

Date \_\_\_\_\_

Notes \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Data of Attendance Correction Results





KA	EA	CB	BBi	SB	BB	JC	CE	GL	CH	RH	LH
											1/17/05 75
2/24/05 102	2/24/05 78	2/24/05 89	2/24/05 143	2/24/05	2/24/05 134	2/24/05 104	2/24/05 106	2/24/05 105	2/24/05 106	2/24/05 217	2/24/05 83
				4/18/02 143						4/18/05 262	
4/21/05 135	4/26/05 78	4/26/05 116	4/26/05	4/26/05 147	4/26/05 151	4/26/05 121	4/26/05 143	4/26/05 112	4/26/05	4/26/05 272	4/26/05 102
5/11/05 152	5/11/05 78	5/11/05 130	5/11/05 208	5/11/05 157	5/11/05 173	5/11/05 121	5/11/05 143	5/11/05 112	5/11/05 290	5/11/05 297	5/11/05 108
5/27/05 179	5/27/05 78	5/27/05 153	5/27/05	5/27/05 157	5/27/05 173	5/27/05 122	5/27/05 154	5/27/05 131	5/27/05 293	5/27/05 327	5/27/05 116
Grade Changes											
A- A	C- C	A- A	B B	A- A-	C B	B- A	A- A	A A	F C+	C NG	A A
A- A-	F C-	C- C+	B B	A- A	B B-	A A	A- C	A A-	F C-	F NG	A B+
B+ A	C- C	B- C-	A- B-	A- A	B+ A-	A A	B- A	A A-	P P	P C-	A B
A- B+	F C-	B C-	A- A	B+ B-	A B+	A A	C- C+	A A-	C- B+	F C-	B- B
A A	A- A	B+ B+	A A	A A	B+ B+	A A	C+ C+	A A	F P	C C+	B I
B+ B	F A-		B- A	A A-	A A	A A	B+ B	A A	P I	F I	B A

	Teacher
	Counselor
	Administrator



CH	KJ	KK	NL	RM	MM	SM	JM	JP	TP	MP
2/24/05 169	2/24/05 72	2/24/05 166	2/24/05 131	2/24/05 113	2/24/05 127	2/24/05 145	2/24/05 133	2/24/05 56	2/24/05	2/24/05 56
4/18/05 195										
4/27/05 211	4/27/05 102	4/21/05 229	4/27/05 154	4/27/05 139	4/27/05 150	4/27/05 167	4/27/05 134	4/27/05 79	4/27/05 314	4/27/04 63
5/11/05 221	5/11/05 102	5/11/05 266	5/11/05 165	5/11/05 142	5/11/05 158	5/11/05 174	5/11/05 141	5/11/05 79	5/11/05 350	5/11/05 71
5/27/05 262	5/27/05 102	5/27/05 285	5/27/05 185	5/27/05 143	5/27/05 183	5/27/05 219	5/27/05 161	5/27/05 86	5/27/05	5/27/05 77
GRADE CHANGES										
B- C-	F C	A- B-	P P	B A-	B+ A-	B C-	A C	B- B+		P P
A A	B- B+	A B+	F C	C C	B+ A	C- C+	B- C+	B- B	OUT	P P
A B	B B-	B- C-	F C-	C- C-	B- A-	B C-	C- C	C+ A-	OF	F I
B+ B+	C- C+	C- C+	F I	C- B-	A A	C+ B	A- C-	B- B-	SCHOOL	p A
C F	B B	A C+	P P	A A	P P	B- C-	F C	P A		F A
	A A	A- A-	C- I	A A-		C+ C-	C- C+	B+ B+		P C-

	Teacher
	Counselor
	Administrator

DP	JR	AR	LR	RS	TS	KS	AT	KW	EE
2/24/05 181	2/24/05 114		2/24/05 157		2/24/05	2/24/05	2/24/05 98	2/24/05 141	
4/18/05 208		4/18/05 101	4/18/05 171	4/18/05 160	4/18/05 287				???
4/27/05 218	4/26/05 126	4/26/05 101	4/26/05 171	4/26/05 160	4/26/05 291	4/26/05 81	4/26/05 130	4/26/05 169	4/27/25 204
5/11/05 242	5/11/05 133	5/11/05 102	5/11/05 192	5/11/05 160	5/11/05 313	5/11/05 88	5/11/05 154	5/11/05 174	5/11/05 217
5/27/05 249	5/27/05 140	5/27/05 113	5/27/05 226	5/27/05 188	5/27/05 340	5/27/05 88	5/27/05 186	5/27/05 181	5/27/05 237
GRADE CHANGES									
B C+	B+ B+	A- A	B C	C+ C	F C-	C C+	B C+	B- B+	A- A-
B C	A- A	A- A	B+ C	B+ I	F I	C- B+	F C+	A B	F I
C B	A- B+	A A	B+ A	C B+	F I	B- C	A A-	B+ B	A C
A A	A A-	A A-	B I	C- C+	A- B-	B- C-	F I	A A	F I
B B-	A A	A A	A B	A A	C+ C-	A A	C- I	B+ C-	F C-
C- C-	B+ B+	A A-	A- C	C- I	B- A-	B- C-	F I	B B	F C-

	Teacher
	Counselor
	Administrator